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ABSTRACT

This monograph is an outcome of a request to all of Florida's universities with approved teacher education programs to submit promising models for the education of teachers. In the first section, comments are made on selected reports and proposals for reform, implications for the preparation of teachers are discussed, and a framework is suggested for teacher education. Nine model programs are described. The first three of these models describe broad approaches to teacher education, including an interactive experience-based model, an extended teacher preparation program, and a model leading to a master's degree. Three other models treat issues of field experiences and internships. The final three models deal with specific majors within teacher education, one with an emphasis on the development of master teacher skills and two on performance based vocational teacher education, and counselor education. (JD)

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TEACHER EDUCATION IN FLORIDA

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TEACHER EDUCATION IN FLORIDA

Models and Prospects

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Bette J. Soldwedel

PREFACE

Over the last quarter century, Florida has developed well-structured systems of public education — school, college, and university. Realizing that now greater efforts are required to bring together the resources of these systems to provide the best possible educational opportunities for Florida's citizens, the Florida Legislature and the Florida State Department of Education joined the Board of Regents in 1982 to create the Florida Institute of Education. The Institute was charged with planning and developing collaborative programs and activities among universities, community colleges, and public schools.

To disseminate outcomes of the collaborative work that it was charged to perform, the Institute established a monograph series. A most recent example of this venture is the *University-Public School Collaboration: Initiatives of the Chancellor and Presidents of Florida's Public Universities.* Published with private support, this document highlights the partnerships forged by the public school and university sectors to produce quality and excellence in Florida education.

Another example is the present monograph. It is an outcome of a request to all of Florida's colleges and universities with approved teacher education programs to submit promising models for the education of teachers. Deans and Directors of teacher education programs in the state were invited to address a common concern: How should Florida's teachers be educated? The responses we include here demonstrate how teacher educators are responding to calls for reform and providing quality leadership in an effort to achieve higher standards of excellence.

In the first section Dr. Bette Soldwedel comments on selected reports and proposals for reform; discusses implications for the preparation of teachers; and suggests a framework for teacher education. Her purpose is to set the stage for some promising models of teacher education in the state.

Three of these models describe broad approaches to teacher education. The University of Central Florida "interactive experience based model" is an undergraduate program that "attempts to maximize the effect of interaction among education majors, education and non-education professors, and public school teachers." The "extended teacher preparation program" provided by the University of Florida introduces a five-year teacher education model that will lead to the award of a master's degree. The University of North Florida model includes programs of study for BA degree holders seeking teacher certification and/or the M.Ed. degree and for previously certified teachers seeking the M.Ed. In addition, it addresses the need for an Assessment Center.

Three other models treat issues of field experience and internship. The Rollins College model for clinical supervision, for example, is based on a support teacher approach. The University of South Florida model, which is above and beyond the normal teacher education program, is an honors level program of challenging activities, workshops, and seminars designed to increase positive attitudes toward teaching as a profession. The University of West Florida Program describes a teacher education internship project that addresses the need for relevant, competency-based field experiences in pre-service education.

The final three models treat specific majors within teacher education. Florida State University provides a new program for the preparation of Teaching/Learning Specialists with emphasis on the development of master teacher skills. The University of Central Florida models two programs: performance-based vocational teacher education, and counselor education.

Future publications detailing creative efforts to improve the quality of teacher education in the State of Florida are planned. Through the exchange of ideas and new knowledge, excellence in teacher education will not only be sought. It will be achieved.

Andrew A. Robinson
Director
Florida Institute of Education

A FRAMEWORK FOR TEACHER EDUCATION

Bette J. Soldwedel

Concern for the quality of public education is acute among today's citizens: students, parents, legislators, employers, teachers, and university educators alike. Responding to reports of declines in achievement and aptitude test scores, to tales of indifference, malingering, and/or disruptive behavior among large segments of student populations, to stories of teacher incompetence, to celebrated publications such as "A Nation at Risk,"[1] no less than 184 task forces are presently mobilized across the United States to search for ways to achieve higher levels of excellence in education.[2] Whether or not common means are ever identified for a state or for the nation, the process itself — of broadly based citizen involvement in a quest for excellence — holds promise of at least stemming further erosion of confidence in American public education and of increasing public commitment to support educational renewal. Former Secretary of Education Terrell H. Bell sees 1984 as "the dawn of a new era for American education" because there exists in the nation "a readiness to support action to reform and renew American education."[3]

Reports and Proposals for Reform

Paul E. Peterson has suggested that it is characteristic of a commission report "to exaggerate the problems it addresses."[4] He adds: "If a commission explores a topic and finds that little is wrong or that not much can be done about what is wrong, the report will never reach the threshold of public attention." Certainly public attention today has been captured by exceedingly negative assertions such as the statement from the report of the National Commission on Excellence in Education: "If an unfriendly foreign power had attempted to impose on America the mediocre educational performance that exists today, we might well have viewed it as an act of war."[5] Whether exaggerated or not, the report of the National Commission on Excellence in Education, along with reports sponsored by the National Association of Secondary School Principals and National Association of Independent Schools (*Horace's Compromise*, Theodore R. Sizer), the Carnegie Foundation for the Advancement of Teaching (*High School*, Ernest L. Boyer), and the Paideia Group (*The Paideia Proposal*, Mortimer J. Adler) are representative of 30 recent national documents which provide compelling arguments for reform in public education. All speak to a lack of standards of excellence and a tolerance for mediocrity. An excerpt by Boyer is illustrative:

> Beaten down by some of the students and unsupported by the parents, many teachers have entered into an unwritten, unspoken, corrupting contract that promises a light work load in exchange for cooperation in the classroom. Both the teacher and the student get what they want. Order in the classroom is preserved, and students neither have to work too hard nor are they too distracted from their own preoccupations. All of this is at the expense of a challenging and demanding education.[6]

Describing Horace's attempt to reconcile his own sensitivity and idealism toward teaching with a real world of inadequate student performance, administrative work loads and lack of time for thorough classroom preparation, Sizer concludes:

> Horace's students will get into college, their parents may remember to thank him for the references he wrote for their offspring (unlikely) . . . No one seems upset. Just let it all continue, a conspiracy, a toleration of a chasm between the necessary and the provided and acceptance of big rhetoric and little reality . . . .[7]

The reports prepared by Boyer and Sizer, based on extensive field visits in American high schools, provide a litany of shortcomings familiar to anyone associated with education: dedicated teachers burdened with demands on their time that detract from teaching, lock-step curricula that do not accommodate individual needs of students, didactic instruction that does not excite the minds of the young, vague educational goals that are seldom implemented to drive school practices,

teachers who are marginally or inadequately prepared to teach, lack of financial support for teachers' salaries, low esteem for teaching as a profession.

Expectations of Excellence

Americans seem to expect too much of schools and then lose confidence when the system fails to live up to unreal expectations. As schools have evolved in recent years, accompanied by a loss of public confidence in the quality of both teaching and learning, policy makers, nonetheless, have adopted educational goals that Boyer describes as "mushy."[8] That the public's aspirations have been too broadly assumed by schools is evident in the following passage by Griffiths:

> Over the past fifty years America's schools, and to some extent its colleges, have accepted the "residual concept" in determining what they should do, which is that the schools should do what no other agency of society is doing. If children come to class hungry, the schools should feed them. If young people have a lot of automobile accidents, the schools should teach driver education. If there is an increase in venereal disease, the schools should introduce sex education. If the community is segregated, the schools should desegregate. As the schools took on more and more social concerns, they dropped academic offerings. This state of curricular affairs, aggravated by the ascendency of the ideology of self, has resulted in high school diplomas being awarded to students who pick and choose from increasingly impoverished school programs.[9]

How, then, can excellence be restored to the schools? One way is to examine the characteristics of "good" schools as they exist today. In an attempt to compile a list of the best high schools in the United States, Bernard Gavzer consulted individuals in professional organizations such as the U.S. Department of Education, The National Institute of Education, the National Education Association, The National Parent Teacher Association, and the National Association of Secondary School Principals.[10] From his discussions, the following criteria were identified as common among the best schools:

- clear academic and behavioral goals
- order and discipline
- high expectations for students
- teacher efficacy
- rewards and incentives for teachers and students
- positive school environment
- administrative leadership
- community support
- concentration on academic learning time
- frequent and monitored homework
- well-structured curriculum
- variety of teaching strategies
- opportunity for student responsibility[11]

The reports and proposals which have drawn widespread attention today stress goals and objectives to be achieved, a course of study to be followed, and standards of achievement to be obtained. With regard to the goals of education, the Adler group states: "The ultimate goal of the educational process is to help human beings become educated persons. Schooling is the preparatory stage: it forms the habit of learning and provides the means for continuing to learn after schooling is completed."[12] Combining both goals and objectives, Boyer's book lists four essential goals:

> First, the high school should help all students develop the capacity to think critically and communicate effectively through mastery of language.
>
> Second, the high school should help all students learn about themselves, the human heritage, and the inter-dependent world in which they live through a core curriculum based upon consequential human experiences common to all people.
>
> Third, the high school should prepare all students for work and further education through a program of electives that develop individual aptitudes and interests.
>
> Fourth, the high school should help all students fulfill their social and civic obligations through school and community service.[13]

After reviewing a variety of commission studies, Paul E. Peterson concludes: "It is easy to obtain agreement on broad goals for education . . . we all want students to learn more, to be taught by excellent teachers, and to work in a supportive environment."[14] Moving to the subject of hot debate today Peterson notes further, "It is the task of devising ways to *achieve* these goals that poses intellectually challenging and political divisive questions."[15]

Common Curriculum

With regard to a quality curriculum, the reports and proposals uniformly stress, although to different degrees, the importance of a common course of study for all students. Focusing directly on schooling from elementary through high school levels, the Paideia Group proposes to restore quality to education by means of a common program of study for all students. Stressing the intellectual atmosphere for learning, the *Paideia Proposal* calls for "a program of study that is both liberal and general . . ."[16] It will include studies in language, literature, fine arts, mathematics, natural science, history, geography, social studies.[17] Most unique among current proposals for reform, the *Paideia Proposal* integrates teaching and learning by means of emphasis on three modes of teaching (didactic instruction, coaching and supervised practice, and maieutic or Socratic questioning) which correlate with three modes of learning (acquisition of knowledge in specific subject matter fields, development of intellectual skills, enhancement of understanding of ideas and values).[18] The Boyer Report concludes that: "A core of common learning is essential. The basic curriculum should be the study of those consequential ideas, experiences, and traditions common to all of us by virtue of our membership in the human family at a particular moment in history."[19] Speaking of high school curriculum requirements, Boyer specifies

Literature, U.S. History, Western and Non-Western Civilization, Science and the Natural World, Technology, Mathematics, Foreign Language, the Arts, Civics, Health, an orientation to Work, and a Senior Year Independent Project on a subject related to social issues. In all of the coursework, the essential priority will be to help students acquire skills in the use of the English language. Boyer states:

> Language defines our humanity. It is the means by which we cope socially and succeed educationally. The advent of the information age raises to new levels of urgency the need for all students to be effective in their use of the written and the spoken word. The mastery of English is the first and most essential goal of education.[20]

With general agreement on the purposes and objectives of education and the course of study to be pursued, what steps can be taken to implement reforms? Sizer identifies five imperatives:

1. Give room to teachers and students to work and learn in their own appropriate ways.
2. Insist that students clearly exhibit mastery of their school work.
3. Get the incentives right, for students and for teachers.
4. Focus students' work on the use of their minds.
5. Keep the structure simple and thus flexible.[21]

The Boyer Report provides a more comprehensive and ambitious "Agenda for Action":[22] Among the twelve priorities are a clarification of America's educational mission; emphasis on language proficiency; adoption of a common learning core; renewing teaching as a profession; improving instruction including the use of technology; strengthening collaborative relationships between schools, colleges and universities and business and industry.[23]

Whether the rhetoric of reports and the products of citizen task forces are translated into massive corrective actions remains to be seen. In spite of the magnitude of issues identified in all of the reports, Harold Howe II, Professor at the Graduate School of Education, Harvard University, and former U.S. Commissioner of Education, warns: "I worry that we are setting mechanical standards rather than addressing the real learning problems of the youngsters who will have to meet them."[24] It appears that curriculum reform is underway, even as the reports and recommendations for quality improvement in education are being published. In fact, the mechanical standards to which Howe refers, the accumulation of course work credit in basic subjects, indeed may be the most visible evidence of change in educational standards. Surveying the states, the *New York Times* reports that twenty states have already increased the number of academic courses required for graduation and the number of courses students must take in basic subjects.[25] In addition, another fifteen states have similar proposals under consideration.[26] In Florida students will be required to amass 22 credits for a high school diploma in 1985, 24 credits from 1987 onward, and to pass a basic skills test before graduation. These actions, although perhaps mechanical manifestations of educational reform, are consistent with the emphasis on mastery of basic skills found in the current literature.

Issues in Reform

In brief, the reports and proposals for modifications in schooling have captured public attention, in itself a necessary condition for change. Among the myriad of problems addressed by the reports, three stand out: the need to modify the curriculum so that, at a minimum, students master basic skills and develop thinking skills that will serve them as life-long learners; the need to be able to demonstrate that students are taught by competent and effective teachers and that individual standards of excellence are achieved by students; the need to restore public confidence in teaching as a profession and schooling as the worthiest of American ideas. If reform is seriously pursued, still other issues will surface: how to deal with a generation of students oriented to lesser intellectual aspirations; how to rid the schools of incompetent or marginally prepared teachers who are incapable of teaching to higher performance standards; how to sustain broad public support for reform in the face of such controversial issues and to resist a more comfortable retreat to mediocrity.

Where will today's positive initiatives lead? To complacency? To merely modest efforts? Harold Hodgkinson, Senior Fellow at the Institute for Educational Leadership and former Director of the National Institute of Education, has remarked, "Schools are in pretty good shape. What's changed are people's expectations. Every 10 or 15 years, Americans say everything is awful, then turn around and set still higher aspirations."[27] Extensive change, at the moment, *is* taking place in terms of curriculum requirements for high school graduation. To a lesser degree, rewards for excellence in teaching — merit pay — are increasing among the states, including Florida (not without opposition from some teachers themselves). Yet other equally serious problems must be a part of the larger reform in the search for excellence: the structuring of the school day to accommodate individual differences, the dedication of teachers' time exclusively to the teaching/learning responsibility, the recruitment of able individuals to the profession of teaching.

Boyer himself has said, of the public response to calls for reform, that he is not sure whether the nation is seeing "a great reform, a political aberration, or a media blitz."[28] He observes that "Current interest in reform is a mile wide and an inch deep."[29] College and university faculty must join in the current public deliberations as active participants, as passionate advocates for excellence in our schools.

Teacher Preparation Proposals

If higher standards of excellence are to be realized in the schools, what are the implications for the preparation of teachers? All of the reports cited here comment on the question. Consider the following:

> The schooling of teachers must improve. There are serious problems with the education of our

> teachers. Many teacher training programs are inadequate. The accreditation of schools of education is ineffective. The careful selection of teacher candidates is almost nonexistent, and college arts and sciences departments fail to recognize the critical role they play in teacher preparation. (Boyer)[30]
>
> The present teacher-training programs turn out persons who are not sufficiently equipped with the knowledge, the intellectual skills, or the developed understanding needed to guide and help the young in the course of study we have recommended. (Adler)[31]
>
> Some teachers of cripplingly limited scholarship believe they are scholars and that they do know their subjects. They may have been the victims of standardless college courses and were given A's and B's for work of dismal quality. As a result, they believe they are competent, when in fact they are not. There is very little quality control in higher education, and it is difficult for many college students to know just how well they stack up as scholars in their fields. (Sizer)[32]

Moving from broad generalities, the authors provide their own recommendations for the improvement of teacher preparation. Two particular themes seem to be prominent. First, teachers should pursue a general curriculum similar to the proposed high school studies but at higher levels along with a solid academic major. Second, teacher education courses *per se* should be reduced and emphasis on internship experiences in the public schools should be increased.

The Boyer study makes a series of specific proposals for teacher preparation. Embodied in "An Agenda for Action," these proposals include:

> Prospective teachers should complete a core of common learning, one that parallels in broad outline the high school core curriculum proposed in this report.
>
> Every teacher candidate should be carefully selected. Formal admission to teacher training should occur at the junior year, the time when students begin a three-year teacher preparation sequence. Only students with a cumulative grade point average of 3.0 (B) or better and who have strong supportive recommendations from two professors who taught them in a required academic course should be admitted.
>
> Once admitted to the program, the teacher candidate should devote the junior and senior years to completion of a major, plus appropriate electives. Every secondary school teacher should complete a sharply focused major in one academic discipline, not in education. During the junior and senior years, time also should be scheduled for prospective teachers systematically to visit schools.
>
> After grounding in the core curriculum and a solid academic major, prospective teachers should have a fifth-year education core built around the following subjects: Schooling in America, Learning Theory and Research, The Teaching of Writing, and Technology and Its Uses.
>
> The fifth year also should include classroom observation and teaching experience. This is the best way, we believe, to learn about students and to develop effective methods of instruction.
>
> In addition, the fifth year of teacher preparation should include a series of six one-day common learning seminars in which students meet with outstanding arts and sciences scholar-teachers who would relate the knowledge of their fields to a contemporary political or social theme. Such seminars would help provide the interdisciplinary perspective every high school teacher must acquire.[33]

Adler, for the Paideia Group, writes that "They (those who wish to be teachers) should themselves be at least as well-schooled as the graduates of the schools in which they expect to teach. They should have completed the required course of study we have recommended."[34] In addition, Adler remarks that basic schooling is not enough and that "Our future teachers should go on to take college work of the same kind at a higher level; that is, follow a course of study that is general, liberal, and humanistic."[35] The Paideia Group recognizes the importance of specialized training but observes that "it should come *after* they have completed a general college education, either in graduate courses in a university department or school of education or in what is comparable to internship in medicine — practice teaching under supervision."[36] Although the nature of the specialized training does not appear to be stated, Adler continues to assert in *Paideia Problems and Possibilities*[37] that "Something must emerge that is radically different from the present ways in which teachers are trained in existing schools or departments of education."[38] What that "something" is may emerge should the Paideia Group establish a Paideia Center, as contemplated, "which would function in a consultative fashion and would take on as one of its tasks this matter of teacher training."[39] That the future teacher is more than merely a well-educated generalist is indicated by Adler's perhaps whimsical note that the prospective Paideia Center "might eventually develop into a Paideia school of education."[40] The nature of teacher training in the Paideia school of education may be suggested by Ruth Love, former General Superintendent of Schools in Chicago and a member of the Paideia Group, as she writes of "teacher retraining."[41]

> Initially, the focus here must be upon retraining the current staff to carry out the Paideia program. This includes: strengthening knowledge of subjects; developing coaching skills; and developing the skills needed to conduct seminars using the Socratic method . . . . training would consist of reading and discussing selected work, participating in and observing a model socratically conducted seminar, conducting a seminar oneself, and being observed and coached by an expert.[42]

Sizer speaks frequently of the importance of coaching skills and school-based experience as essential factors to

achieve excellence. He writes:

> One is helped to be a good teacher much as one is helped to be a good writer, by coaching. Lectures on style and on pedagogical technique, on the structure of language and on learning theory, on literary and educational criticism, are nice and often useful, but they are only a prologue. One writes and has that writing criticized. One writes again, for more criticism. One teaches and is criticized. The process is incessant.[43]

In still another passage:

> . . . the main point for all teacher training . . . is that after teacher candidates have gained a solid mastery of their subjects, *their training must be almost wholly school-based*. One learns to teach by coaching; one needs to be teaching in order to be coached.[44]

The National Education Association, although it will not respond to the national commission papers on excellence in public school education until its summer, 1984 Assembly,[45] has articulated very specific statements on teacher education. The NEA report, *Excellence in Our Schools: Teacher Education*,[46] states that "Decisions about what teachers need to know and the types of experiences they need to have in order to function effectively on the first day of school have been based on research and scholarly judgment, not on experience."[47] One would hope, of course, that as teacher preparation programs are examined against emerging recommendations for change, research, scholarly judgment and experience would not stand as mutually exclusive variables. The NEA document speaks to the point of curriculum and internship:

> All teacher education programs should have three integrated components: liberal arts, at least one subject or teaching level specialty, and a professional curriculum. Both the professional curriculum and the teaching specialty must be derived from what it is practicing teachers say must be known and actually done in order to be effective in the classroom. The professional components should focus on classroom practice. Field-based experiences related to all components should be provided throughout the preservice program.[48]

The several documents, then, contain certain similar suggestions for teacher preparation: a liberal/general program of studies along with professional education course work that will place heavy emphasis on practical experience in school settings. Sizer, Boyer, and the NEA paper recommend academic majors, although there is some discrepancy in thought as to the nature of that major, be it applied education or liberal studies. Although the Boyer report specifically recommends a five year teacher education program,[49] Adler says only that a teaching specialization should come after completion of a general education college program.[50]

Task Force Recommendations

In the State of Florida, based on recommendations made in 1983 by the Joint Legislative and Executive Task Force for Teacher Education Quality Improvement, special attention is directed to prospective teachers' subject matter competence and to clinical and field experiences.[51] With regard to subject matter competence, the report states:

> The Task Force underscores its belief that all teachers must possess thorough knowledge of the subject matter to be taught in order to be effective and that serious academic participation should be secured throughout a prospective teacher's education. If teachers are not equipped adequately in the subject matter, they are not only likely to be less confident in the classroom, but are more likely to make factual errors in their teaching.[52]

The report recommends that academic specializations for all teacher candidates be increased and strengthened. Secondary education majors, the report states, should take the equivalent number of upper level hours as required of liberal arts and sciences majors. The Task Force members also observed that for specific secondary education specializations, "the variety, intensity and rigor of course content must be related to their special needs in the classroom."[53]

The importance of the practical knowledge to be gained through clinical and field experiences is reiterated in the Florida report. Advocating early field experiences as a statewide standard, the Task Force states that "Clinical and field experiences should be incorporated into virtually all aspects of the professional program."[54]

Consensus appears to be evident in the matter of preparation of teachers on at least two standards: the academic competence of future teachers must be strengthened both in terms of content and standards of excellence expected; clinical and field experiences provide essential opportunities to improve the quality of teacher education, and they should be increased.

Need for Public Support

Shifts in the mix of general and specialized education courses, more and better field experiences, even an additional college year of preparation are not likely to affect the quality of future teachers, however, until teachers have reason to feel good about themselves, until teaching as a profession rises in public esteem. To gain public support, including both higher salaries for teachers and improvement in the working conditions of teachers, Boyer has suggested that schools must be able to establish clearly that excellence is taking place and being achieved.[55] Until salaries are increased and working conditions improved, teaching will continue to be viewed as an unattractive career alternative to large numbers of even modestly able students. Why would students select a five year program of study to prepare them for a career that will pay less and be much more demanding than other opportunities available to them after four years of study? Furthermore, with a teacher shortage projected, to be accompanied by a shrinking population of youth, even if the SAT scores of teacher education candidates were to increase dramatically, the vast majority of tomorrow's teachers will be drawn

from those of very "average" talents. The "trick" for teacher education programs will be to help very ordinary students learn how to create opportunities for academic excellence in their classrooms, as suggested by Dr. K. Patricia Cross, Professor, Graduate School of Education, Harvard University. She recently advised that educators may want to look at the Peters and Waterman study for lessons to be learned.[56] In this study of America's best run companies,[57] the authors found that "one of the main clues to corporate excellence" is "unusual effort on the part of apparently ordinary employees."[58] The key to getting unusual results from ordinary people is suggested by the following commentary:

> The message that comes through so poignantly in the studies we reviewed is that we like to think of ourselves as winners. The lesson that the excellent companies have to teach is that there is no reason why we can't design systems that continually reinforce this notion. Most of their people are made to feel that they are winners. Their populations are distributed around the normal curve, just like every other population, but the difference is that their systems reinforce degrees of winning rather than degrees of losing . . . [59]

Boyer has suggested, in a similar sense, that "we are going to have to stop presenting teaching as a failing profession."[60] Cross remarked: "Even though it is hard to feel like a winner in the educational system today, when so much tells teachers they are not, schools may attain excellence when they create and build systems to make winners of teachers."[61] The same may be said of teacher preparation programs. Proposals to alter the content of teacher education frequently lack supporting data, yet assertions that "something is radically wrong" become accepted as facts. The challenge to college and university faculty — both in arts and sciences and in teacher education — is to create a teacher education program that makes winners of ordinary students.

An obvious accompaniment to the massive calls for reform and higher standards of excellence in the schools is the question of the relevance of teacher education programs. How is relevance determined? One way is to be guided by certain assumptions about teachers.

- They should be generally well educated human beings.
- They should be competent in the subject specializations they propose to teach.
- They should have a knowledge of and be able to employ techniques which stimulate student learning.
- They should be able to bring together all of their general knowledge, their specialized knowledge, their caring attitudes, and their understanding of learning processes to create an environment that insures that children learn happily and enthusiastically.

Relevance in Teacher Education Programs

A relevant teacher education program attempts to start the processes by which an individual becomes a teacher. Teacher education students, as Adler suggests of teachers,[62] must be "on the way to becoming educated persons." A program for teacher education should then have the following components: general education studies, academic specializations, professional studies, school-based field experiences.

General Education Studies

Probably everyone would agree with the proposition that teachers should be generally well educated human beings and, therefore, their teacher preparation programs should include heavy emphasis on general education. What constitutes general education, however, has been debated endlessly. The development of a general education component provides opportunity for all faculty to interact in a dynamic world of change. The general education component should be so integrated that it is, as Boyer writes, " . . . a study of those consequential ideas, experiences, and traditions common to all of us by virtue of our membership in the human family at a particular moment in history."[63] More than merely a collection of liberal arts courses, general education can serve the objective, as Cobb believes, "to provide opportunity for the student — and indeed the whole academic community — to identify and address a common set of issues and questions about the world, both as it is and as it might be."[64] Cobb provides a useful model for the development of a general studies component, a "perspectives approach":

> To the end of clarifying our purpose, then, let me suggest that we abandon the time-honored departmental/divisional approach to "distribution" and ask ourselves instead what perspectives we want our graduates to have on their world. What frames of reference do we want them to possess? What set of interpretive principles and modes of thought do we believe are essential for an individual to deal constructively with his or her world?[65]

He adds: "The genuinely liberally educated individual is capable of developing perspectives that both incorporate specific disciplines and move comfortably across disciplines in the formulation of an integrated view of the world." Cobb advises professors to step back from subject matter in order to help students enlarge their understanding:

> It's no wonder that our students get lost in the morass of trees for failure to have at least some rudimentary map of the forest. Perspective, in this sense, focuses on the forest. The forest is made of trees, to be sure, and one cannot have a meaningful perspective on the whole without some knowledge of the individual parts, but the same is true, I would argue, vice versa; the parts make no sense outside their context.[66]

The challenge to Florida teacher educators and arts and sciences faculty, mutually dedicated to high standards of excellence for all students, is to engage in continuous dialogues on the broader purposes of general education. Such dialogues can result in the enrichment of the

general education component, transforming it from only a listing of courses: literature, history, written and oral communication, mathematics, science, philosophy, fine arts.

Academic Specializations

The content of teacher education embraces two specializations that eventually must become a "whole": subject matter and teaching processes. The content from both should lead the prospective teacher to "know" and to be able to "teach." The academic specialization component in teacher education should expose students to the body of knowledge each proposes to teach. This statement is not intended to suggest that the content will be limited merely to subject matter that is to be transmitted in the classroom. Rather, the content should be of the "depth and breadth" expected of liberal arts majors. Recent studies stress the need to strengthen academic specialization components. For example, the Florida Joint Legislative and Executive Task Force for Teacher Education writes:

> Subject matter competence for elementary and special education teachers, particularly but not exclusively in reading, mathematics and science, needs to be strengthened and demonstrated.
>
> Prospective middle and secondary teachers seeking certification in a content area should take a broadly based program appropriate to existing secondary curriculum and equivalent in hours to a major in the content area.[67]

While Boyer refers to the need for teachers to achieve "a solid academic major,"[68] Sizer points out:

> Others (teachers) may be graduates of good programs and may be teaching in what are apparently their areas of specialization, but in fact have little knowledge of the key material taught in high schools. Mathematics majors may have had no exposure to traditional or modern geometry . . . English majors may be exhaustively prepared as literary critics, but know nothing of the systematic craft of writing or linguistics or the study of language. In a word, a seemingly "solid" college major is not necessarily enough.[69]

In the same spirit, and suggesting a new departure which could improve academic specialization components, the Florida task force report recommends the following:

> The Task Force wishes to emphasize that academic departments in Colleges of Arts and Sciences should give serious attention to the question of offering special upper division courses for teachers that differ somewhat from those taken by regular majors. The standard of performance demanded should be just as high — probably higher — but the emphasis should be different, with attention given less to specialization than to fundamental processes and principles of the discipline. Careful attention should also be given to the question of whether the total pattern laid out for the major provides for some of the particular needs of teachers. English teachers, for example, should get work in advanced composition, in advanced grammar, and in the history of language. History teachers need some work in historiography and the basic methods of the historian . . ."[70]

As the Task Force report alludes, subject matter specializations are normally pursued in colleges of arts and sciences. In fact, it is interesting to observe that by today's common practices, 75% of the course work taken by teacher education majors is within colleges of arts and sciences.[71] Within the framework for teacher education, then, a need exists to reexamine the academic specialization component in the light of skills and abilities expected of teachers. Such reexamination should be continuous and the shared responsibility of faculty in colleges of education and in colleges of arts and sciences and in consultation with practicing teachers.

Professional Studies

The specialization in teaching processes should include studies of the art and science of teaching: the body of knowledge related to learning, to individual differences, to motivation, to teacher effectiveness. This statement is intended to suggest that the content of teacher education draws on philosophy, sociology, general and educational psychology, as well as the study, both formal and informal, of teaching practices. The professional studies component of teacher education should provide opportunity for the integration of subject matter studies and the study of teaching.

The Boyer report recommends a four course sequence in professional studies:

> *Schooling in America.* All teachers should be well informed about the roots of education in the nation . . . Prospective teachers should be informed as well about current issues confronting public education.
>
> *Learning Theory and Research.* All teacher education students should study theories of learning, the ways teachers teach and students learn, and examine also the findings of current psychological and physiological research bearing on these themes.
>
> *The Teaching of Writing.* Writing is an essential skill for self-expression and the means by which critical thinking also will be taught. Every teacher should be prepared to help students write better. The skills involved in the teaching of writing should be well understood by all teachers.
>
> *The Use of Technology.* Teachers must learn more about the possibilities and the limits of the new teaching tools. A course on technology and education — including the use of computers — should be required of every prospective teacher.[72]

Whether or not the professional studies component of teacher education can or should be reduced to the four course sequence recommended by Boyer should be debated by those engaged in the preparation of teachers. The debate should include attention to teacher training improvements suggested by the Paideia Group; that is, preparation for coaching and for the Socratic method of teaching.[73] It is through the professional studies

component that the following Florida Task Force objective can be realized:

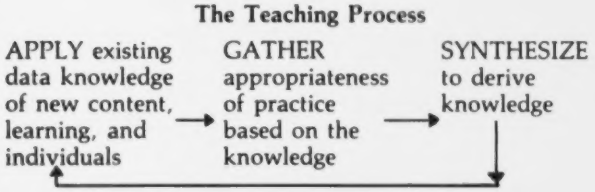
> (Beginning teachers should) possess substantive understanding of the knowledge base for effective teaching, develop a corresponding repertoire of instructional strategies, and be able to apply these skills in the education of individuals.[74]

School-Based Field Experiences

Field experiences should be a fundamental part of a future teacher's collegiate program from the first moment that individual makes a commitment to the profession of teaching. Beginning as early as the freshman year, field experiences bring the future teacher into intimate contact with students and with the school environment. They provide opportunity for prospective teachers to test their skills under the supervision and guidance of a "master teacher." They also provide opportunity for teacher education faculty to assess not only the future teacher's instructional skills but also the individual's personal characteristics as they relate to successful teaching.

The amount of time and the level of field experiences should increase progressively as the student advances through the college teacher education program. For those who have reached at least a tentative career decision during their freshman or sophomore years, field experiences should be organized to sustain their interest in teaching as a career and to broaden their understanding of educational settings: alternative schools, magnet schools, libraries, museums. As students advance to upper division levels, their field experiences should include actual teaching with the help of competent, sensitive supervisors. Field experiences, including student teaching internships, should continuously reinforce the dynamic nature of teaching, the on-going process of becoming a teacher, the fact that teachers are both users and producers of knowledge. Field experiences should give students the opportunity to apply knowledge, to evaluate the effectiveness of their methods, to gain new insights, and to then apply new knowledge. Diagrammatically, the activity can be represented as follows:

The Teaching Process


APPLY existing data knowledge of new content, learning, and individuals
GATHER appropriateness of practice based on the knowledge
SYNTHESIZE to derive knowledge

Field experiences should culminate in a full year internship that includes both direct classroom teaching and university-based integrative colloquia. Two one-term internships are recommended with assignments made in schools serving different populations of students. The integrative colloquia should be designed to advance students' readiness as teachers as they reflect on their intellectual knowledge as it is translated into classroom performance.

A Time for Renewal

The framework for teacher education contains component parts, but the education of future teachers should not be fragmented into discrete educational segments. Florida's future teachers will be best served when teacher preparation is viewed as bringing together the expertise of college and university faculty, both in education and arts and sciences, and of the master teachers within the public schools.

The mid-1980s provides a time for renewal in teacher education; for the reexamination of the blend between the professional, academic, and general studies; for the introduction of new models for the preparation of teachers. A new framework — and there should be diversity — will build in new perspectives on how students learn, how prospective teachers learn, how teachers help students to learn. The framework will take on substance as university educators themselves model instructional methods that lead their students to deeper insights and understanding.

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UNIVERSITY OF CENTRAL FLORIDA

Teacher Education: An Interactive Experience Based Model

Philip T. Sciortino
Timothy J. Sullivan

The teacher education program at the University of Central Florida (UCF) recognizes the interrelationship between the education of teachers and the education of their students. Teachers tend to teach their students what citizens mandate, as articulated by state departments of education. As curriculum mandates change, the education of teachers must change to maintain congruence between what teachers learn and what they teach. Therefore, an effective model of teacher education is a constantly evolving model, based on sound principles, and continually open to re-evaluation.

The following premises underlie the undergraduate teacher education program at UCF. Those who aspire to become teachers must learn both the information base of the profession and the skills needed to assist others toward their growth potentials. Students wishing to be teachers present themselves with widely diverse social and economic backgrounds; knowledge and experience bases; motivations and value systems. Teacher candidates do not begin learning to be teachers at the start of a teacher education program, nor do they constitute fully formed professionals at the time of graduation. Teaching to effect planned changes in learners includes artfully executed skills based on knowledge and a valuing of others. Experience is both a catalyst and common denominator in the education of those who would be teachers. Those responsible for the education of teachers must have continual professional renewal and exposure to the everyday practice of teaching in the public school setting.

The Interaction Process

Approximately three-fourths of The University of Central Florida's College of Education students are accepted from the State Community College System. The remaining one-fourth is composed of transfer students from other colleges and universities and from the UCF's lower division. Community Colleges currently require sixty semester hours of liberal arts courses and general education electives for graduation. Only six of those hours are elective. UCF currently requires its students to complete forty-eight semester hours of liberal arts course work. Both sets of requirements account for about one-half of the requirement for a bachelor's degree. A sample of the courses includes English composition, literature, foreign language, music, philosophy, science, mathematics, anthropology, and political science. The stated purpose of an experience with liberal arts courses is the liberating or humanizing of the student. The education program model depends on the liberal arts as a basis for professional development and for support of the education major's intellect and spirit. Thus, interaction between liberal arts education and professional training is critical at UCF.

In addition to liberal arts education and professional training interaction on the general education level, a strong blend of both exists in the professional training programs. To earn a degree in elementary education, a student must study mathematics, art, music, physical and biological sciences, social sciences, and language arts. Business education majors must study law, accounting, management, economics, and computer sciences. Foreign language education majors enroll for thirty-three semester hours of foreign language and three hours of social anthropology. Mathematics education majors take a minimum of thirty-three semester hours of mathematics and computer science. Science education majors take a minimum of thirty-one semester hours of science. Social science majors also enroll for a minimum of thirty-one semester hours in their content areas. Visual arts education majors enroll for a minimum of thirty-three semester hours of art courses. English education majors take thirty-three semester hours of English courses. These are content courses taken with faculty of departments that specialize in the content areas. In each of the areas of secondary education only a single four semester hour course in special methods of teaching the content is required. The

only exception to this portion of the model is physical education, for which no parallel content area exists. The UCF professional education program is a blend of academic content, useful methodology for successful teaching, and understandings related to how people learn.

Phases

The undergraduate career teacher education program at UCF is divided into three formal phases that are required of all education students. These three stages are sequential, and successful completion of each stage is required for enrollment in a subsequent stage.

Phase I

Since the inception of the teacher education program at UCF, teacher education students have been placed in contact with students and teachers in public schools within their first weeks of enrollment at the university. The early contact in the public school setting exemplifies a commitment to provide early and continuous practical experience to teacher education majors.

This phase is exploratory in nature. It is also a prerequisite to admission to the State Approved Program of Teacher Education. In Phase I students explore various aspects of teaching and child development. This exploration reinforces some students in their decision to pursue teaching as a career, and it raises serious questions in the minds of other students as to their career choice. Students must meet requirements for full admission to the teacher education program to be admitted to Phase II, and this includes a screening procedure during Phase I. Two courses are at the core of the students' professional development in Phase I: *Principles of Learning* and *Teaching Strategies*. Each of these courses requires students to spend time in a public school setting participating in predetermined experiences.

As an extension of the *Principles of Learning* course, students spend time tutoring learners with both remedial and enrichment needs. They begin to conceptualize the pragmatics of learning theories, and try to apply these theories with the learners assigned to them. The *Teaching Strategies* course fosters experiences that cause students to be aware of classroom organization and learning management. Experience in the school setting provides a laboratory in which professionals can be observed and have their thinking refined.

Both courses offer the student a nonthreatening exposure to the system of public education and an opportunity to integrate academic content, useful methodologies and their understanding of how public school students learn. The learning principles course serves as the more theoretical and didactic, while the strategies course is more experiential. The courses are designed so that students may learn theory and teaching methods on the university campus. They then have an opportunity to practice in a public school classroom through a clinical assignment. Sensitive practice frequently results in fine tuning of a personal teaching model first acquired in the university classroom. While theory, principles, and examples are deductively taught in the university classroom, the public school experience inductively suggests a different set of theories and principles based on experience. Therefore, the education student can deductively and inductively negotiate theory, principles, and practice in simulated and real settings.

Opportunity for laboratory practice occurs on campus through a teaching assignment which is videotaped and subsequently critiqued by the student and a professor. This is called a "microteach" and is a second opportunity for the student to engage in the deductive-inductive cycle of learning, to fine-tune required skills in developing a preferred teaching style.

A third opportunity for deductive-inductive learning will occur in a proposed program change to begin in the fall of 1984. The planned change combines use of computers and media used in education with a clinical experience in schools. Students learning computer theory and practice in the College Educational Technology Laboratory will have opportunities to relate their learning to public school practice.

Phase II

Phase II is a development experience for students. An intensive opportunity to cycle deductive and inductive learning occurs in a student internship during this Phase. Students are assigned to a school center for an entire semester, and then enroll in content classes on the university campus while they intern at the school center. Many programs, such as elementary education, coordinate assignments in university courses with the clinical experience. UCF students are expected to use what is learned in the university course in the ongoing clinical experience. They are expected to integrate their learning experiences. The supervision of this integration process is assigned to university professors and teachers employed in the school who have been identified as *"school center clinical instructors."* The two supervisors meet on a weekly basis to discuss the interning teacher's development and experience. The Phase II internship is designed to be both didactic and experiential. It is also designed to be dynamic rather than static.

Experience in the school center is jointly planned by the public school personnel and university faculty. Students gain experience at different grade levels and in different settings. In this phase the teacher candidate participates in a wide range of activities, from the most rudimentary to those which develop and sharpen specific teaching skills and expand knowledge of the selected teaching specialization.

Phase III

The Phase III internship gives students an opportunity to demonstrate the integration of academic content, useful methodology for successful teaching and understanding of how the public school student learns. The student is assigned to a school center for an entire semester. During this time the student has full time teaching responsibility for twelve weeks and acts as an aid to the clinical instructor for approximately the first two and last two weeks of the semester. The intern also

attends a university class during the Phase III internship semester. The purpose of the class is to support the intern with updates of prior learning, a forum in which to reflect on personal learning and the learning of other developing professionals, and a continuing linkage to the university and its resources.

In this stage the student applies the fundamentals of teaching and academic knowledge under the supervision of a highly qualified public school supervising teacher. In addition to having the proper grade point average in required course work and successfully completing the previous two phases, a student must be recommended by the appropriate department and be accepted by the Student Internships Office before being admitted to Phase III. While no single phase is more important than any other phase, Phase III determines a student's promise as a beginning teacher. With guidance and direction, the student has an opportunity to become a practitioner.

Summary

The UCF professional teacher training program is one that attempts to maximize the effect of interaction among education majors, education and non-education professors, and public school teachers. The matrix which controls UCF education programs is experience based so that education majors devise a preferred personal teaching style through assigned university classes, laboratories and clinical experiences in public schools. The result is an effectively educated and professionally trained teacher.

UNIVERSITY OF FLORIDA

Extended Teacher Preparation Program

David Smith

Teaching is a more difficult and demanding profession today than ever before. Conditions teachers face in the classroom are more complex and stressful than those in the past. At the same time, teachers have greater demands placed upon them. Not only are teachers responsible for the basic areas of curriculum, but also for those some regard as peripheral: sex education, environmental education, driver education, and economic education. The legal constraints placed upon teachers are more restrictive than in the past. At the same time, parents, other adults, and young people are more aware than ever before that a sound educational background is essential to success in later life. The bottom line is that more is expected of teachers than ever before.

A program that would respond to these conditions would be a new, stronger, and more demanding program and would require additional work in the content area of the teaching field and in professional teaching competencies. In this regard, the University of Florida College of Education will introduce an extended teacher preparation program in the Fall, 1984. This program is not built upon any existing program, but upon a reconceptualization of what a beginning teacher should know, should be able to do and should be, as a model for youth. In recent years a great deal of substantive and consistent research information has been generated relative to teaching and learning. Much of this information is essential to effective professional practice in the classroom.

The University of Florida program will require five years of study and will culminate in the master's degree. Features of the program include:

- *increasing directed study of academic specializations related to the teaching field;*
- *preparing secondary teachers with an undergraduate degree in the teaching field not in the College of Education;*
- *studying the disciplines undergirding education;*
- *broadening the general education base;*
- *studying the expanded research base on teaching and learning;*
- *expanding foundational studies to include areas such as computer education, teaching handicapped children, professional ethics, diagnosis and evaluation;*
- *increasing the nature and amount of clinical and laboratory experiences;*
- *utilizing latest developments in instructional approaches and new technologies;*
- *integrating knowledge and skills from the Florida Beginning Teacher Program into teacher preparation;*
- *providing for continuous student and program evaluation.*

Program Highlights

The program's two major categories are: *General Studies and Academic Specialization,* which include broader study in general education; preprofessional study in disciplines undergirding education, and academic specialization; and, *Professional Studies,* which include College of Education work in foundational studies, teaching knowledge and skills, and clinical and laboratory experiences.

General Studies and Academic Specialization

General Studies and academic specialization will increase substantially over existing programs. General education preparation proposed for teachers at all levels is more specific and directed to students' career goals. The secondary teacher education program provides strong academic preparation in the selected teaching area. To this end, students complete a Bachelor's Degree in a college other than the College of Education with a major in their chosen teaching field. An additional nine semester hours of graduate work outside the College of Education is required in the fifth year. Students are

encouraged to take appropriate preprofessional work in behavioral sciences as electives. Because early childhood, elementary, and special education teachers teach a number of different subjects, the general preparation programs include English composition, mathematics, physical and biological sciences, humanities, behavioral sciences, history, sociology, anthropology, and appropriate electives. Future special education teachers further increase their knowledge of subject areas with an 18-hour area of specialization. A special feature of the new elementary/early childhood program is two 12-semester hour areas of specialization, one or both of which may be taken in a selected academic area.

Professional Studies

This component has three professional areas: foundational studies, teaching knowledge and skills, and clinical and laboratory experiences.

Foundational studies apply the knowledge base of undergirding disciplines to education. Through a series of courses and other experiences, teacher education students gain understanding of:

- the social, philosophical, and historical foundations of education;
- ethical principles governing teachers;
- legal provisions affecting education;
- the nature of handicapped children in regular classrooms;
- educational diagnosis and evaluation;
- interpersonal relations;
- learning and cognitive processes in education;
- instructional design and implementation;
- the use of computers in the classroom.

The **teaching knowledge and skills component** assumes that knowledge gained through academic specialization and foundational studies combined with specific instruction on teaching methods enables the teacher to be proficient in the range of challenges encountered in professional practice. The needed knowledge and skills is provided through a series of courses tailored to the nature of the students to be taught by the prospective teacher and the knowledge to be covered. These courses build on academic work. For example, a course for secondary science teachers will enable students to teach concepts learned in a physics course or a biology course to high school students. Courses also build on foundational work. Thus, for example, students in a course on the teaching of reading learn to apply the general principles taught in the course on diagnosis and evaluation to the teaching of reading.

A design for **clinical and laboratory experiences** that is a distinct departure from typical teacher education programs is planned. Academic curricula and professional performance integrate theory and practice through early observation, supervised practice, and concluding internship in the public schools as well as campus based clinical experiences. These experiences include simulations and other controlled situations, micro-teaching, and directed classroom observations. Methods of instruction and clinical experiences are concurrent and coordinated; academic and clinical aspects of course objectives are planned together; and methods instructors serve as clinical supervisors.

Research shows superior teachers develop a professional identity that enables them to effectively apply professional knowledge and skills. This includes problem-solving ability, professional judgment, integrity, autonomy, and empathy. These human traits continue to develop over the course of a teacher's career through continuing professional socialization. However, through the interweaving of theory and practice in college and school settings, this crucial professional socialization can begin during the preparation program.

Implementation and Evaluation

The programs envisioned will be more than a series of isolated courses. Integrated and articulated programs require continued cooperation and coordination among faculty members and across departments of each college of education. They also require working with colleagues across each university and teachers in schools.

The curriculum is planned to combine the teaching of specified concepts and principles with clinical experiences in order that agreed upon professional practices, values, and norms develop. Needless and unplanned overlap of content is avoided. Appropriate means of monitoring the program are being developed to assure that students have the agreed upon experiences and achieve the goals of the program. Each student's mastery of teaching behaviors will be assessed during his or her concluding internship, using the Florida Beginning Teacher Program materials and other observation instruments.

UNIVERSITY OF NORTH FLORIDA

Preparation For Teaching: A Comprehensive Model

Bruce Gutknecht

What are the characteristics of a quality teacher education program? The answers to this question are many and varied. Often included, however, are such attributes as established entrance criteria, performance-based curricula, early and frequent field experiences, computation and communications skills, the requirement of an academic major for secondary education students, and clinical experiences supervised by college faculty within public school classrooms. Since the inception of the College of Education at the University of North Florida (UNF) in 1971, these characteristics have formed the basis for its teacher preparation programs.

While current literature often suggests that college of education faculty are out of touch with the real world and educational needs of teachers, the teacher preparation program at UNF has incorporated a set of guidelines that pre-date recent recommendations for their inclusion in teacher education:

- *a major in the secondary teacher education student's discipline is required;*
- *a course in reading in the content areas is part of every secondary teacher education undergraduate student program;*
- *coursework in special education competencies for the regular classroom teacher is a part of the College education core;*
- *"Computers in Education" is a regularly offered, frequently over-subscribed elective;*
- *College faculty are involved systematically with public school teachers by means of demonstration teaching, internship supervision, and continuing inservice activities.*

A Comprehensive Model

The UNF comprehensive model for teacher preparation recognizes changing populations of students. That is, there will continue to be those students who elect, early in their college education, to become teachers. In this respect, UNF proposes to continue its program that is already in place. In addition, a new population of students is expected to emerge: a pool of BA degree holders who will seek to become teachers by meeting teacher certification requirements. To this end, the College offers an appropriate professional track. For those who wish to advance their education at higher levels, a new MEd degree program will be implemented.

Teacher certification options are described in Figure 1. The model presents two routes through which a BA degree holder can prepare to enter the teaching profession. Neither presents a "crash course" designed to produce "instant teachers." Instead, each acknowledges the fact that knowledge of a content field, by itself, cannot equip one with the ability to teach that content effectively. Each contains within its component the opportunity to develop the competencies required for successful completion of the Florida Teacher Certification Examination and the Beginning Teacher Program.

One route (Column 2) is designed for BA degree holders seeking teacher certification only. The second route (Column 3) is designed for BA degree holders seeking a master's degree as well as teacher certification. State certification requirements are listed in Column 1. Finally, the MEd program for teachers who already hold the BAE is presented in Column 4 and described in Figure 2. As the model is implemented and tested, students are continuously evaluated to insure that their readiness for teaching is at a high standard.

Assessment Center

Quality teacher education programs of the future must be supported by strong assessment strategies. To this end, UNF contemplates the initiation of an Educational Assessment Center that will attempt to determine the level of content and pedagogical skills a student has upon entering and exiting the Teacher Education program. In addition to its diagnostic function in the assessment of cognitive abilities of students, it is envisioned that the Educational Assessment Center will serve a staff development function for both

administrators and teachers in the Northeast Florida Crown area. By closely affiliating itself with graduate programs offered at the University, the Center will assist advanced students in an examination of their own abilities in relation to their educational aspirations. Planning for the Educational Assessment Center will be a major initiative of the College of Education and Human Services during the 1984-85 school year.

Figure 1

PREPARATION FOR TEACHING
Teacher Certification Options

1.	2.	3.	4.
State Requirements for teacher certification	BA Degree Holder		Certificated MEd Candidate
BA (subject area) + 20sh to include:	Certification Only	Seeks Advanced Placement MEd Screening Course 6sh Areas 1, 2, 4 NO YES	
Foundations soc/psych 6sh	EDG 3005 EDP 4215 or EDF 4214 6sh	EDF 5608 3sh Area 5	6sh Areas 1, 2
General Methods 6sh	EDG 3331 EDG 4280 6sh	Imprvmnt Instructn 3sh Area 2	
Spcl Mthds 2sh	Spcl Mthds 3sh Scndry / Spcl Mthds 18sh Elmn	6sh Areas 3, 6	12sh Areas 3-7
		Emphs Area 18sh incld Spcl Mthds Area 7	12-15sh Emphs
Prctc Teaching 6sh	ESE 4943 or EDE 4943 12sh	Clmntng Exp Intrnshp 6sh	Clmntng Exp 3-6sh
Totals: 20sh	27sh-Scndry 42sh-Elmntry	42sh	36sh

Figure 2

MEd Program in Curriculum and Instruction

AREAS:

Requirements:

1. Students must take at least 1 course from each area below.
2. Students are encouraged to take more than 1 course in an area if they have a particular interest in the area.
3. Please be advised that courses within an area are regularly *added, deleted,* or *modified.*

Area 1 — *Curriculum* — Select at least 1 course.
The Elementary School Curriculum — EDE 6245
The Secondary School Curriculum — ESE 6215

Area 2 — *Instructional Methods* — Select at least 1 course.
General Educational Competencies: Models of Teaching — EDG 6356
General Educational Competencies: Behavior Modification — EDG 6357

Area 3 — *Study of the Teaching/Learning Process*
Select at least 1 course.
General Educational Competencies: Measurement and Evaluation — EDF 6432
Introduction to Educational Research: EDF 6481
Research: Studies in Education — EDF 6905
The Study of Teaching — EDG 6325

Area 4 — *Learning Theory & Instructional Design*
Select at least 1 course.
Learning Theories & Guidance Practice — EDC 6106
Advanced Educational Psychology — EDP 6056

Area 5 — *Issues in Education* — Select at least 1 course.
Sociological Basis of Education — EDF 5608
Gender Free Curriculum — EDG 5245

Area 6 — *Advanced Technology for Educators*
Select at least 1 course.
Computers in Education — EME 5403
Exemplary Educational Software — EME 6415
Contemporary Methods in Curriculum & Instruction — EDG 6335
Innovative Trends in Elementary School — EDE 6265

Area 7 — *Special Methods* — Select at least 1 course.
Special Methods in Teaching English — LAE 6339
Special Methods in Teaching Foreign Language — FLE 6336
Special Methods in Teaching Social Studies SSE 6348L
Special Methods in Teaching Science — SCE 6337
Special Methods in Teaching Mathematics — MAE 6336

TRACKS:

Elective Track 1 — *An Emphasis*

A program designed for students who wish an emphasis in: For example, K-12 Reading, Early Childhood, Computers in Education, and Curriculum and Instruction.

Elective Track 2 — *Advanced Study*

A program designed for students interested in future work at the specialist or doctoral level.

Elective Track 3 — *Certification*

A program designed for students seeking certification in a teaching area closely related to their present certification.

Elective Track 4 — *The Generalist*

A program designed for students interested in a practitioner's emphasis in a broad number of areas.

Elective Track 5 — *Subject Matter Specialist*

A program designed for students interested in a more in-depth understanding of one subject matter area.

CULMINATING EXPERIENCE:

1. The culminating experience would be jointly chosen by the student, and his/her program sponsor and must have the written approval of the program sponsor.
2. The culminating experience will consist of 3 or 6 hours depending upon the option chosen. Options, among others, might include:

   Cooperative Work Experience/Practicum,

   Thesis 6 hours, or

   Reading/comprehensive Exam Course.

ROLLINS COLLEGE

A Model For The Clinical Supervision Of Student Teachers

Linda DeTure

Student teachers generally agree that the internship is the most formative and effective activity of their professional training. The manner in which this phase of a student teacher's education is carried out has a lasting effect upon the intern's professional development. Historically, the single most important individual in this experience has been the supervising teacher with whom the student teacher works. The college coordinator's role is less defined and is viewed by the student teachers as being evaluative rather than supportive or influential in the learning process.

Supervision Team Concept

Rollins College provides a model in which the student teacher, the supervisor, and the college coordinator work as a team to help the intern make a successful transition from student to professional practitioner. The model facilitates the student teacher's acquisition of competencies necessary for becoming an effective teacher.

The team operates on two basic assumptions. One is that **the internship is first and foremost a training experience.** Student teachers are expected to enter the intensive clinical phase with a body of knowledge regarding the teaching/learning process and a set of rudimentary teaching skills. Since participants are expected to practice and enhance their skills, mistakes and errors of judgment are likely to occur on occasion. However, with the support and feedback from the team, error can be minimized or used as a basis for effecting change in a positive way.

The second assumption is that **student teaching is a professional endeavor involving clinical supervision as a functional component.** The relationship envisioned is built upon reciprocal trust achieved through the mutual setting of goals and objectives with all team members having freedom to express ideas and opinions.

The goal of the team is to help the student develop into a professionally responsive beginning teacher. This model prescribes a method for achieving that aim. An early distinction is made between this model and the typical supervisory model concerning the role of the intern, the supervising teacher, and college coordinator. Normally, being the object of supervision is not a pleasant experience for anyone because of the implied threat of evaluative decision making. For the novice, this kind of supervision may be devastating. A California study indicated at least 70% of student teachers entered this final phase of training in a state of fear and at least 20% were still operating in fear at the conclusion of student teaching (Sorenson and Halput, 1968). A three-year consensus among Rollins' students indicates this is still true today. If this phase training is to be effective, the threat of evaluation during supervision has to be diminished considerably. Student teachers, as well as supervisors, need to perceive the process as helping. One important objective of the model is the de-emphasis of a superior-subordinate relationship among team members. The atmosphere should be one of a mutually supportive partnership. When a collegial relationship is established, the real work of cooperative planning, detailed analysis, and shared evaluation can begin. The foundation for this relationship is laid during the first week of orientation.

The Supervisory Process

This method for supervision evolved as a synthesis of and continuous search for a more effective way to simultaneously supervise and support the student teacher. The Florida 24 generic competencies, teacher effectiveness research, and teaching and learning theory provided sources to identify areas of potential concern to the preservice teacher. Numerous systems for direct observation of classroom behaviors were explored. From these a checklist (Figure 1) of teaching behaviors emerged that is central to supervision and direct observation of teachers in the field. Any item on the checklist can be expanded to form a set of behavioral statements for the observation feedback cycle. One text found to be particularly useful and which serves as an excellent resource for many features of the cycle is

Instructional Supervision Training Program by Norman Boyan and Willis Copeland (1978).

The supervisory model was developed to meet the particular needs of the teacher education program at Rollins College. Approximately thirty students a year finish their teacher training with the fifteen week intensive student teaching experience. Most students are scheduled to intern during spring term. About 80% are elementary education majors while the remaining are seeking secondary certification.

Student teaching and the supervisory process encompass the full semester in the field. Frequent contact is essential to the success of the program. The team meets a minimum of seven times during the semester. The meeting/field visits have different purposes correlated to the five phases of the student teaching experience. In addition, interns attend a weekly seminar. The term's agenda is established by mutual consent to meet the needs of the students and the program. Two sessions are held at Rollins College; all others are site visits occurring at about 2½-week intervals. The purpose of the meetings is as follows:

1. Orientation at Rollins College — to introduce students and teachers to one another and to the College's program and goals. Interning packets outlining policy and practice guidelines are distributed.
2. Observation and Participation — to conference with the student and teacher in the school setting and to assist in a smooth beginning. This meeting helps establish the college coordinator as a facilitator and re-emphasizes the collegial relationship.
3. Extensive Participation — to observe the student engaged in teaching on a limited basis, e.g., a reading group. An initial observation is made using the behavior checklist to record behavior.
4. Assisted Teaching — to observe how the student manages teaching full time and to assist as needed. By now the student teacher has taken the responsibility for most of the primary instruction. The supervising teacher assists, observes, and gives feedback. A second set of observation data is collected by the college coordinator. Midterm evaluation, based on the generic competencies, is discussed and problem areas, if present, are noted.
5. Clinical Supervision Seminar at Rollins College — to introduce supervising teachers and students to the concepts of the instructional supervision model. The pre-conference takes place during seminar. An area of concern is identified and behaviorally defined. The team designs a short observation instrument and sets up a time for observation. All three persons involved can function as trained observers.
6. Unassisted Teaching — to monitor and rate progress of the student teacher as she nears the completion of her training. A third set of observation data is collected by the coordinator. An area of concern identified by any team member can be observed at this visit with immediate feedback given or the team may have a post conference.
7. Evaluation — to observe with the intent to gather data for a final evaluation of the student teacher's performance. The supervising teacher, student teacher, and college coordinator conference to discuss progress and future potential. Each submits a final evaluation form to be kept in the student's records.

The Observation Cycle

Activity involving the student in each phase of the decision-making process not only lessens anxiety but also gives the student a safe arena in which to practice skills and to grow. When change is warranted, the student can rely on her co-workers and on established procedures that have been demonstrated to be successful. The model for effecting change is based on a set of premises established by Boyan and Copeland (op. cit.). The team works together for a common goal with the understanding that each member has respect for the other's ability. Thus, the following provides the foundation for the direct observation process:

1. Often instructional problems can be resolved if the teacher changes her behavior in positive ways. While the student teacher may be frustrated by feelings of lack of control over events and students, she does have control over her own teaching behaviors.
2. The need for change must be recognized and come within the teacher.
3. Teachers are unaware of many behaviors occurring in the classroom. Inexperienced teachers focus so completely on their intended plans and sessions that they are unable to see the total instructional process. Time and experiences gradually help the teacher become more "with it."
4. An awareness of effective teaching behavior helps the teacher recognize the need for change.
5. Existing behaviors can be quantified using systematic observation techniques. These data help clarify whether teaching behaviors should be maintained, eliminated, or changed.
6. A trained observer is needed. The teacher cannot teach and systematically observe her own performance at the same time.
7. The observer must present the collected data in a manner meaningful to the preservice teacher.

The preservice teacher also can be trained to observe her own behavior via audio and/or video recordings. The need for change is quickly recognized when preservice teachers have the opportunity to observe their own teaching.

Once the need for change is recognized, more formal observation techniques are utilized. The observation model is a four-part cycle consisting of preliminary informal observations, a pre-observation conference, direct observation and analysis, and a post observation conference (Figure 2). Each part has several steps. While the observation cycle is easy to employ, some training is required. The teachers and students are first

introduced to the concept during the orientation session. The philosophy of supervision is modeled throughout the site visits and seminar. Research on effective teaching is presented in the teacher education curriculum prior to student teaching. All evaluation forms and the teacher checklist are thoroughly explored the week before the internship commences.

A training workshop is held at midterm for the supervising teachers and student teachers. The first pre-observation conference is done as a part of the workshop. The timing of the workshop is critical to the success of the observation process. Student teachers must be immersed enough into the teaching process to recognize that problems are anticipated; and, at this point, the supervising teacher is more receptive to the role of change agent.

A short description of the cycle, in terms of steps and examples, will illustrate how the process works.

Preliminary Observations

The first six weeks, the student teacher is observing, participating, and phasing into teaching, and the college coordinator makes two site visits.

Steps:

1. Informal conferencing
2. Precursory use of the teacher checklist
3. Identification of one or more areas of concern

Example(s):

1. The student teacher, who takes responsibility for teaching science to a group of fourth graders, is concerned because her lessons are not proceeding according to plans. She is using inquiry strategies and needs good student-teacher interaction but is worried because she cannot keep a discussion going.

Pre-observation Conference

This phase is scheduled as practice and closure for the workshop in which all the concepts are introduced. The purpose of the conference is to discuss the area of concern and to translate it into a set of behaviors that can be observed.

Steps:

4. Behaviorally define the area of concern. The supervisors attempt to clarify the specific activities that cause concern.
5. Identify affecting behaviors. The participants are asked to delineate specific behaviors in the classroom that caused the student teacher to be concerned.
6. Establish a criterion or base rate for acceptable behavior. These may be used to plan strategies for change later in the cycle.
7. Select or construct an observation instrument. How to design an instrument is included in the workshop.

Example(s):

2. "Can't keep a discussion going." The student teacher notes that when she begins to ask questions students give short responses, usually not more than three or four words. After a few minutes, they don't respond at all and she ends up lecturing.
3. The supervisors indicate in the preliminary observations they have noticed that the student teacher asks mostly low order, informational questions and that she doesn't allow the children much time to respond.
4. The research reveals that asking probing, open-ended questions is an effective teaching strategy. The teacher also should allow three second wait-time after asking a question and before responding to a child's reply. The team decides to analyze question types and pausing behavior.
5. Two observation instruments are designed to be used on two or more occasions. The intern and supervisor set a time for the observations.

Observation and Analysis

The supervisor observes at the agreed upon time and utilizes an observation system displayed in Figure 3.

Steps:

8. Formal observation using the observation instrument.
9. Analysis of results. The observer tallies the data and summarizes the results to present to the student teacher.

Example(s):

6. From the analysis, the observer discovered that the student teacher asked questions at the rate of 2/minute and that 80% of the questions were informational and 15% were rhetorical (where the teacher requires no answer or answers the question herself). In addition wait-time I averaged 1 second, with no 3 second pauses and wait-time II averaged .67 seconds.

Post Observation Conference

The student teacher and supervisor teacher conference to discuss the observation data and to plan strategies to maintain positive behaviors or to eliminate negative behaviors.

Steps:

10. Feedback of data results
11. Identify behaviors to eliminate, maintain, or change
12. Determine strategies
13. Recycle

Example(s):

7. The observer goes over the results and analysis with the student teacher.
8. The student teacher decides to try to improve inquiry discussions by asking fewer questions, pausing 3 seconds, and asking more probing questions.
9. The research on student teacher interaction shows that by extending wait-time both the type and number of questions will change (Rowe 1973). The student teacher plans to improve interaction by

practicing three second pausing using a short wait-time training module.

10. After training, she asked to be observed again. This time her discussion was much more successful, and many of the children contributed ideas. Analysis revealed that she asked about one question every two minutes and 40% were probing questions. Due to the success of this cycle the student teacher requested that the cycle begin again because she was concerned about a classroom management problem and felt this was an effective way to solve it.

Summary

Progressive professional development is observable. In the beginning students are as tentative and anxious about the supervision as about teaching. Open communication is essential. A working folder is maintained for each student containing the teacher checklist and anecdotal records taken during site visits and midterm evaluation forms. Students have access to the file at seminar. They may react or add to the comments enabling the file to serve as a private means of communication. Only the final evaluation forms go into the student's permanent file.

These techniques for supervision have been in effect for two years at Rollins College. Feedback from students has been very positive. Student comments reflect that they feel professional and that they are proud to be entering the teaching field.

By the end of the term, students are prepared to embark on a new professional endeavor.

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* These references are useful to supervisors who want to design a clinical model suitable for their particular institution.

Figure 1

Name _____
School _____
Date _____

CHECKLIST FOR STUDENT TEACHERS

✓ = Yes - = No ____ = Not Observed

The student teacher:	Observations 1	2	3	4
Planning				
1. uses long range goals for planning.				
2. shows evidence of lesson planning well in advance of teaching.				
3. has written objectives for instruction.				
4. Plans ahead for the use of materials and media.				
Instruction				
1. creates a warm, positive learning environment.				
2. demonstrates her knowledge of basic math and language skills.				
3. obtains students' attention before trying to teach.				
4. establishes set before presenting a lesson.				
5. gives clear and appropriate directions.				
6. organizes content effectively for instruction.				
7. uses a variety of teaching methods.				
8. asks a wide range of question types.				
9. gives students sufficient wait-time.				
10. reviews effectively.				
11. provides opportunity for student participation.				
12. makes frequent use of formative evaluation.				
Communication & Management				
1. demonstrates that she knows each individual student.				
2. speaks in a distinct, clear voice.				
3. uses language appropriate for the trust of students.				
4. establishes routines for movement and use of materials.				
5. establishes guidelines for appropriate student behavior.				
6. is able to handle behavior problems effectively.				
7. listens carefully to students.				
8. has good rapport with students.				
9. uses positive reinforcement.				
Evaluation				
1. has an effective system for record keeping.				
2. can diagnose the entry level and performance level of each student.				
3. constructs tests that correspond with objectives.				
4. evaluates test results correctly and revises as necessary.				
5. grades and returns tests and papers promptly.				

COMMENTS:

Figure 2

OBSERVATION CYCLE

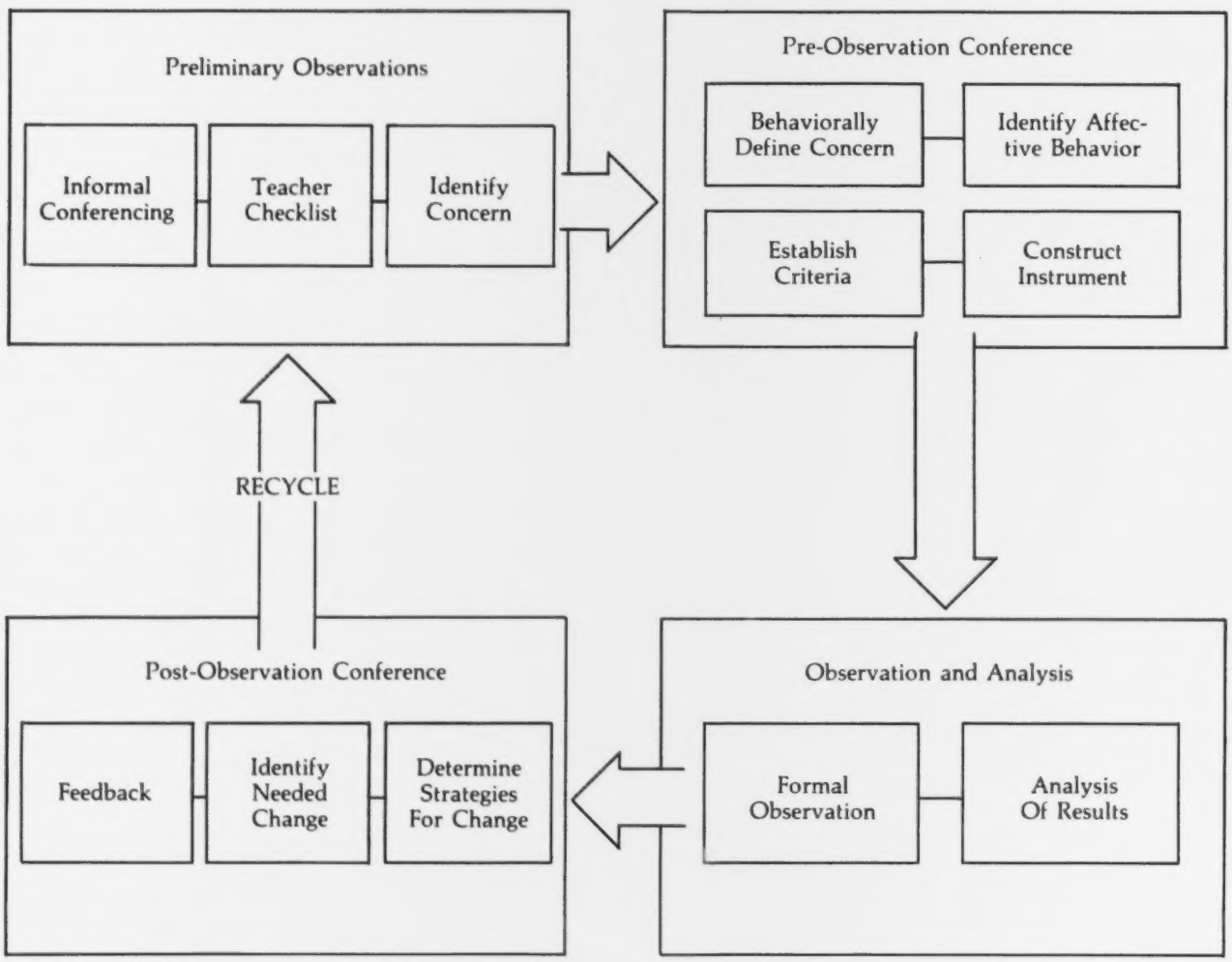

Figure 3

OBSERVATION SYSTEM
WAIT-TIME

	0	1	2	3+
Wait-Time I				
Wait-Time II				

Average WT I = Total seconds/#
WT II = Total seconds/#

Average WT I = _____
WT II = _____

QUESTIONS

	TOTAL #	%
Rhetorical		
Informational		
Leading		
Probing		
Others		

Average # questions/minute = Total # question/time of analysis

% of each type = # of each type/total X 100

UNIVERSITY OF SOUTH FLORIDA SCATT — SUNCOAST AREA TEACHER TRAINING: A Model for Pursuing Excellence in the Teaching Profession

Marcia Mann
Joyce Burick Swarzman
Constance Hines
Susan Homan

The effort of educators to do more than discuss the need for attracting talented students to the field of education is exhibited in a program developed at the University of South Florida (USF) College of Education in Tampa. The program called SCATT (Sun Coast Area Teacher Training) is designed to specifically attract talented students into the teaching profession and to facilitate their development into dedicated, highly qualified teachers. Once accepted into the SCATT program, students are exposed to activities which extend above and beyond the traditional academic program.

Origin of the Model

SCATT was begun as a collaborative program with the USF College of Education and 15 counties in the USF service area and with support in the initial year by a special allocation from the Florida State Legislature. Both the content of the program and the process emphasize group morale and a positive self-image for evaluating teachers and the teaching profession. Emphasizing a positive approach toward teaching and learning, the basic premise is that a program for preservice training, which students believe is relevant and instructive, will be effective. Thus, it is believed that teacher education students will continue to participate by involving themselves in educational activities outside of classroom assignments, and students will continue to want to gain knowledge designed to be helpful in their education and future teaching. The results of positive programming and attendance at activities will lead to interaction with other bright, dedicated, enthusiastic students, which in turn will encourage education students to feel good about themselves, their future profession, and their dedication to staying in education.

Program Goals

The studies of Rosenthal and Jacobson as well as Brophy and Good indicate that teacher expectations affect student self-concept and performance. It follows that if teacher educators declare the desire to attract talented people to the teaching field, provide opportunities for special students to plan and attend *special*, professional-type programming, and stress the positive aspects of teachers and the teaching profession, then talented students will live the self-fulfilling prophecy. They will develop strong beliefs about the profession and perhaps even toward continuation in the profession. With this in mind, the program has set the following goals:

1. To attract and keep bright, talented students in the teaching profession and to facilitate their development into committed, highly competent teachers.
   - 1.1. To design programs that will encourage students to participate in experiences and activities, helpful to their education and future teaching practices, which extend above and beyond the traditional academic program.
   - 1.2. To provide students with challenging professional activities and experiences that will aid and encourage them to become highly competent teachers.
   - 1.3. To train able classroom teachers to improve and refine communication and effective teaching skills to enhance their ability to supervise program interns.
   - 1.4. To help prospective employers identify preservice teachers who have demonstrated academic achievement, ability, leadership and commitment to the profession.
2. To foster and maintain a positive attitude toward teaching and the teaching profession among program participants.
   - 2.1. To provide preservice teachers the opportunity to interact with other bright, enthusiastic, committed students and professionals in order

to enhance their professional self-concept and help them develop and/or maintain a positive attitude toward teaching and the teaching profession.

2.2. To provide a support network for preservice teachers that continually reaffirms their commitment and dedication to the teaching profession.

3. To foster commitment and appreciation of academic excellence in education.

4. To improve the public's image of educators and education.

Entrance/Exit Requirements

SCATT members are recruited from all majors in education. They enter the program following acceptance into the College of Education (i.e., in their junior year). To qualify, applicants must meet general university admission requirements and must have a combined score of 21 or above on the ACT or 1000 or above on the SAT Examination. Associate memberships are also granted to students with grade point averages of 3.5 or above and two or more recommendations from professors. A small group interview with a SCATT director, designed to orient the student to SCATT's purposes and goals, is also an entry requirement. Requirements for maintaining membership in SCATT include attendance at a designated percentage of activities each semester and all activities during full-time internship.

A grade point average of 3.2 or above by the completion of internship, in addition to the attendance requirement, is necessary to be considered a SCATT graduate and receive the letter from the College identifying participants as a "SCATT Grad."

Program Components

The main components of the SCATT program include:

1. STUDENT PROGRAMS

This component consists of two cycles. Cycle I takes place from entrance until the beginning of full-time internship. The focus in Cycle I is for SCATT students to participate in a wide variety of opportunities which extend beyond the range of a traditional academic program. Opportunities include seminars and workshops on topics such as Meeting Resistances in the Classroom, Education and the Legislature, Interpersonal Communication, Stress Management, Computers in Education, and Meeting the Needs of the Learning Disabled from a Medical Perspective. Students also participate in field experiences that take them to educational settings reflecting all ages and types of programs within the university service area such as special education centers, museums, gifted center, nature's classroom, a neo-natal unit at a local hospital. All of the activities during Cycle I are designed to expand the students' pedagogical experiences and to give them a "psychic lift" about their professional choice.

Cycle II takes place during the final semester of a student's senior year when SCATT interns are placed with highly qualified SCATT-trained clinical teachers for a 15-week internship period. SCATT interns also attend two weeks of intensive training sessions during the internship period designed to promote effective communication and teaching skills.

2. SCATT CLINICAL TEACHER TRAINING

This component focuses on the training of specially selected classroom teachers as clinical teachers to supervise SCATT students during their internship experience. The content of the training program, based on a review of current research on teacher effectiveness, stresses consultation skills for working with interns and beginning teachers.

3. STUDENT STEERING COMMITTEE

The Student Steering Committee consists of active regular members and interns who volunteer to meet regularly to plan and implement SCATT programs and newsletters.

4. FACULTY STEERING COMMITTEE

The Faculty Steering Committee consists of College faculty who are chosen to evaluate, recommend, and update SCATT procedures, policies, and substance.

5. JOB OPPORTUNITY

The job opportunity component provides students with an opportunity to gain additional teaching experiences with superior teachers and provides the county with an opportunity to secure talented and committed teachers. If a SCATT student volunteers during his/her senior year to participate in assisting and observing a teacher during the opening two weeks and closing two weeks of the school year, as well as volunteers ten additional days, upon graduation, she/he will be given special consideration in securing a teaching position.

Program Evaluation

Initial efforts to evaluate the effectiveness of the SCATT program have centered around program enrollment, graduation records, and feedback from participants concerning program offerings. This feedback is obtained from responses to questionnaires administered on completion of each workshop or seminar.

Approximately 250 undergraduate students specializing in a wide range of areas in education and over 300 clinically trained teachers have participated in the program. The number of student graduates of the program has increased from 480 in academic year 1981-82 to 108 during the current academic year 1983-84.

Data obtained from program participants consistently indicate that an overwhelming majority rate the SCATT program and its offerings as being highly effective, beneficial and relevant to their professional growth and needs. These data include:

Student Reactions

• **Perceived effect on professional growth.** About 90 percent of the student participants indicate that the knowledge and experiences gained through SCATT workshops and seminars was considerably beneficial to

their professional growth. A large proportion of respondents describe these experiences as professionally enhancing, academically challenging, and contributing to an enhanced self-confidence.

• **Perceived effect on classroom teaching performance.** Approximately 88 percent of the questionnaire respondents report that they felt their classroom teaching performance would be "improved considerably" or "a great deal" because of SCATT program offerings.

• **Suitability to the professional needs of the intern or beginning teacher.** Approximately 85 percent of the program participants report that SCATT program offerings were suitable to the professional needs of the intern or beginning teacher.

• **Attitude toward teaching and the teaching profession.** General comments written by questionnaire respondents reflect that many students develop a more positive attitude toward teaching and the teaching profession as a result of their experiences in the SCATT program. A number of students report that they have developed more confidence in themselves as prospective teachers.

• **Willingness to recommend program to other students.** More than 90 percent of the questionnaire respondents indicate that they would recommend the SCATT program to other students.

• **Program offerings rated as being most beneficial.** Specific program offerings that are consistently rated as the most beneficial by students include:

— Management of Classroom Conduct
— School Law
— Parent/Teacher Conference
— The Florida Beginning Teacher Program (Domains)
— Research on Effective Teaching Behaviors
— Field Trips
— BAFA-Multi-Cultural Simulation
— Critical Times for Beginning Teachers
— Job Placement and Interviewing
— First Aid in the Classroom

Clinical Teacher Reactions

• **Teacher training.** Respondents indicate that the training they received in the SCATT Clinical Teacher Training program would help them in their professional growth either "considerably" or a "great deal."

• **Perceived degree of preparedness for and effectiveness in working with interns.** Participants indicate that their SCATT training made them feel better prepared to be effective in working with interns.

• **Suitability of seminars to supervising teachers' needs.** Approximately 75 percent of the participants report that seminars were generally suitable to the needs of supervising teachers.

• **Willingness to recommend program to colleagues.** All but two of 264 participants have reported that they would recommend the SCATT training to their colleagues.

• **Program Offerings Reported as Most Effective or Beneficial.** An overwhelming majority of the clinical teachers consistently rate the *Consultation Skills* training as being effective and most beneficial to them. On average, approximately 90 percent of the participants indicate that this training would improve their skills and practice in their own classroom teaching and in consulting with the interns they supervise. Other program areas often cited as effective or beneficial include: *Management of Student Conduct, Presentation of Instructional Content,* and *Critical Times for and Characteristics of Effective Beginning Teachers.*

• **Performance as interns.** Supervising teachers in the schools who have worked with SCATT interns have provided very positive feedback on the performance of SCATT interns. Many report SCATT interns to sustain a high level of productivity, to be energetic, enthusiastic, committed, and knowledgeable in their content area, as well as very well prepared for classroom teaching.

Summary

In sum, the public's demand for improvement and excellence in education is in strong accord with SCATT program goals. The community wholeheartedly supports attracting and keeping bright, talented students in the teaching profession. The SCATT program is ahead of its time in moving toward excellence in education rather than minimum levels of acceptance.

UNIVERSITY OF WEST FLORIDA TEACHER EDUCATION INTERNSHIP MODEL

Pat Wentz

The Teacher Education Internship Project at The University of West Florida (UWF) was developed to address the following problems:

- The need for relevant, competency-based field experiences for pre-service teacher education students.
- The need for a systematic arrangement of placing pre-service teacher education students in a field experience setting.
- The need for a cadre of trained, experienced in-service teachers to be used as role models by pre-service teacher education students.
- The need for a continuity of guided experiences during the field experience of the pre-service teacher education student.
- The need for faculty and support positions allocated to the placement and coordination of the field experiences program.

These problems are critical in a program of professional preparation of teachers. State-of-the-art training for pre-service teachers includes practical training in the classroom to accompany theoretical constructs learned in the university classroom. Each of the problems listed above is counterbalanced; unless each need is met, there can be no effective training for pre-service teachers. Competency-based experience for these new professionals links theory and practice. It motivates the pre-service teacher to gain as much as possible from the theoretical bases learned in the teacher education classroom. Although most of the university instructors have had experience in teaching public school grades relative to their particular subject, it is beneficial to the pre-service teacher to experience first-hand, with a current teacher in a classroom setting, what it can be like to plan, implement, and evaluate curriculum materials while working with real, live students.

Project Features, Activities and Objectives

It should be noted that the teacher education program at UWF is a two-year program with students entering the program as university juniors. During the remaining four semesters, it is necessary for these pre-service teachers to complete their entire teacher education program including their student teacher assignment.

The needs listed earlier have been addressed by hiring a field coordinator, a field experiences placement assistant, and a support secretary on a temporary basis. These two professionals and the project director have developed a workable system for placing pre-service students in field experiences during their first semester in a teacher education program at UWF.

A cadre of in-service teachers has been identified and trained to serve as supervising teachers for the pre-service teachers' field experiences. Not only is this group trained but, as an indication of their own professionalism, they volunteered to be trained and to work with the university students and university teacher education program coordinators.

This internship program is benefiting not only the current pre-service students, but it will benefit their classroom as they go across the state to teach following the completion of their teacher education program and graduation. Benefits will accrue to the total teacher education program at UWF as a competency-based teacher education becomes the norm in all phases of training.

The secret to the successful blending of the art of teaching and the science of teaching becomes reality to the pre-service teacher as he or she steps into the real world of the classroom. The theoretical bases of teacher education are enhanced by the practical experience in the classroom. This internship project at UWF provides this experience in a classroom setting that is warm and cordial in a school in which the pre-service teacher is welcomed to practice with a supervisor who has been trained in the specific competencies the pre-service teacher is striving to develop. By training public school supervising teachers and the pre-service teachers in the development of specific competencies, the UWF teacher

education program can produce graduates who are trained in specific skills related to effective teaching behaviors.

There are two specific objectives to the project:

(1) To indicate the value of well-coordinated field experiences with trained school supervisors and university faculty; and

(2) to train school supervisors and teacher education students in particular competency development in research-based, effective teaching behaviors.

Implicit in these objectives are the development of a system of field experiences and the coordination of such a system by faculty who are assigned a reasonable load in order to fulfill the project requirements relative to activities and the needs of the pre-service teacher education students.

Long-Range Implications for Improving Internship

The three major products of this project are a program, a system, and a data base. The program itself will be one that is transferrable to the total UWF program (or that of any other college or university) in the professional preparation sequence that will include specific training in teacher behaviors in competency-based teacher education.

The system developed by the project enables the mangement of field experience placements for pre-service teacher education students with public school faculty and administrators trained in the Florida Performance Measurement System. This management is made possible and enhanced by the allocation of faculty and support staff positions to make the actual placement in the schools (day, hour, etc.) and to work on a continuing basis as coordinators among the university classroom faculty, the pre-service teacher education student, the public school supervising teachers and administrators, and all the involved assignments and results.

A data base for further program development will be developed by conferencing, planning, evaluative activities, attitudinal assessment of the pre-service teacher education student (including the Myers-Briggs Type Indicator), and professional development through the use of the Florida Performance Measurement System. This professional development will be made by both the in-service supervising teacher and the pre-service teacher education student through a study of the Florida Performance Measurement System research base, through observation skills development and practice, and through the planning and initial implementation of the portfolio for the pre-service teacher education student. This portfolio development is particularly important for pre-service teacher education students, for it is during their initial year of teaching in Florida that they will be required to complete the Beginning Teacher Program of which the individual portfolio is a major component.

Further extension of this program appears to be critical both on a state level and on an individual level. Statewide, beginning teachers need the background this program offers. The profession of teaching in Florida is at a juncture which offers the training institutions the opportunity to implement programs of targeted, responsible training of effective teachers in real classroom situations instead of giving pre-service teacher education students ivory-tower insulation during their training.

On an individual level, students who are in the experimental program have made it clear to the field coordinator who is teaching the classes for the experimental group that all students in teacher education programs should have access to training such as this project has developed, and that this should have been occurring prior to 1984.

The various components of this project should be extended to *all* teacher education students with *all* their supervising teachers trained in the Florida Performance Measurement System (FPMS). Additional domains of the FPMS should be included in later practice. Ideally, Domains 2 and 3 should be involved in Practicum I (semester I) as in this project. Practicum II (semester II) would be involved in Domain I, Planning, and Domain 5, Communication. Practicum III (semester III) should follow with the use and study of Domain 4, Presentation of Subject Matter, and Domain 6, Evaluation. The fourth practicum becomes the student teaching experience in semester IV, an opportunity to demonstrate and integrate skills learned in the teacher education program.

A field experiences and internship program such as this project could be implemented on a statewide basis utilizing Teacher Education Centers coordination and documentation of the training of in-service teachers that would credit these in-service teachers toward renewal of their own certificates. Such participation on the part of the State University System's teacher education programs and the Teacher Education Centers of the state will show both professional and financial profits.

The major profit, or the greatest loss if such projects are ignored, will be to the youth of the State of Florida. Responsiveness must be shown on behalf of the children across the state whose teachers will have had limited university-based training or realistic, meaningful classroom training through comprehensive, coordinated university- and school-based experiences provided by a project such as this.

FLORIDA STATE UNIVERSITY TEACHING/ LEARNING SPECIALISTS: A True Commitment to Excellence

Bruce Tuckman

During the past year, faculty of the College of Education at Florida State University have been at work on the development of a Teaching/Learning Specialist model. Designed to help professionals respond to the commitment to excellence in the public schools, the program will stress the development of specific professional teaching/learning skills. These are as follows:

- Planning and evaluating instruction
- Applying knowledge to help students achieve
- Creating productive teaching/learning settings
- Applying knowledge to achieve teacher effectiveness
- Critically synthesizing and analyzing educational research

Model Overview

The Departments of Childhood, Reading, and Special Education (CRSE) and Educational Research, Development and Foundations (ERDF) have designed the program to extend the professional expertise of individuals in schools and school-related agencies. The program's principal goal is to prepare classroom teachers, school administrators, and other school personnel to apply theoretical knowledge to classroom practice. Areas of concentration include:

(1) organizing and managing students and learning effectively; establishing various types of learning environments; providing effective instruction within these environments.

(2) interpreting results of tests and measurements; communicating results to students, colleagues, parents; developing assessment procedures for learning and teaching.

(3) developing skills for working with others to solve classroom and school problems; facilitating group processes.

The Teaching/Learning program is in the developmental stage. Faculty from each content area, therefore, will continue to be involved in its development. As envisioned, the program emphasizes a blend of graduate coursework in Childhood Education (i.e., Early Childhood and Elementary Education); Educational Foundations; Measurement and Testing; Instructional Systems; Research and Evaluation; and Social Sciences and Education.

Program Offerings

The following courses have been identified as potential core courses to develop teaching/learning specialist skills:

EDF 4400 Measurement and Evaluation in the Classroom

EDF 5148 Seminar in Human Abilities and Learning

EDE 5511 Organizing for Instruction

EDF 5160 School as a Social System

EDE 5603 Current Issues:

Applications of Reviewing and Synthesizing Research on Teaching

Group Problem Solving and Planned Change

This tentative list of courses is serving as the basis of the development of new course descriptions. The process of creating new syllabi is unique. That is, five faculty members from different areas of specialization are creating a program that will help students focus on integrating knowledge across the core courses.

Faculty Interests

The Teaching/Learning Specialist model builds on cooperative planning by faculty with diverse interests. The potential breadth and depth of the new program can be seen by examination of faculty specializations among the five developers:

(1) Teaching higher-order cognitive (or information-processing) skills; designing tests to measure those higher-order skills; discovery-oriented instruction

(as opposed to expository instruction); Learning to Learn, i.e., instruction designed to produce a self-learner; motivating students with behavioral and cognitive techniques; interpretation of scores from standardized and teacher-made tests; improving teacher-made tests.

(2) Measurement problems that impinge on the classroom or the school system; application of theory to practice; item response theory; decision theory; generalizability theory; item bias; adaptive testing; problems of large-scale testing.

(3) Sociology of education, sociology of the teaching profession; social organization of education (state, district, school and classroom); educational policy analysis; research methodology.

(4) Curriculum theory and development; classroom organization; classroom management; philosophy of education; professional development across disciplines, i.e., educational issues across the professions.

(5) Generic intellectual skills development; linking theory with practice; strategies for organizational change; methods of evaluation; needs assessment and research; systems design policy analysis.

UNIVERSITY OF CENTRAL FLORIDA PERFORMANCE-BASED VOCATIONAL TEACHER EDUCATION

Glen E. Fardig
Steven Sorg

The vocational teacher education program at the University of Central Florida is designed to provide professional training to teachers and prospective teachers in several occupational areas. The program is innovative and successful, taking the best principles of performance-based teacher education beyond the theoretical and hypothetical stage and installing them in a fully functioning training program. Because of its efficient organization and effective delivery of instruction, the program has received national and international recognition.

The Setting

The University of Central Florida (UCF) is a young and growing institution — one of nine universities in the state system of higher education. It is mandated to serve the needs of the entire central region of the state, which includes rapidly expanding urban areas as well as several sparsely populated rural counties. The present vocational teacher education program is comprised of Trade and Industrial and Health Occupations areas. Preparation of Business and Office teachers is a separate program. Some 85 percent of those in the program are teachers already on the job, recruited directly from business, industry, and service occupations for the teaching profession. They enroll in the UCF program for their initial certification, and for undergraduate and graduate degrees. Because of the considerable geographic area to be covered, instruction is delivered in four locations: the main campus and three outlying campuses, between 15 and 50 miles away.

Program Model

The UCF model for vocational teacher training is designed around groups of research-identified teaching skills or competencies, selected and organized on the basis of their contribution to teacher success and proper sequence in fostering the teacher's professional growth. University professional education courses, called "Competency Clusters," include a number of related competencies to be achieved. The Cluster "Essential Teaching Skills," designed to help beginning teachers survive in the profession, is the required first experience, but other Clusters may be completed in any order, depending on the individual teacher's needs. In the regular certificate program, for example, there are six Clusters which include a total of 36 required and ten elective competencies.

The program is organized into two partially concurrent stages: (1) **the trainee achieves proficiency in** all program competencies through the knowledge and practice level within a seminar setting, and (2) **the trainee then demonstrates final competence in selected competencies in an actual teaching situation,** as shown in Figure 1. Designated required competencies are achieved by every trainee on the basis of individual needs, interests, and job requirements. Criterion-based grades of A, B, or C are awarded to designate levels of teacher achievement; lower levels of performance are not recorded nor is credit given. Trainees may progress through a Cluster at their own best rate, taking the time they need to achieve the required degree of proficiency. They may "test out" of a competency by demonstrating proficiency and meeting final assessment criteria at any time. The system, therefore, is highly time-efficient.

Instruction

There are three basic elements in the instructional program: **the PBTE instruction module, seminar sessions** devoted to discussion and practice of the skills involved in each module, and **individualized instruction and counseling.** Mainstays of instruction are the Ohio State PBVTE Modules, though some additional modules unique to Florida's needs have been developed by UCF staff. The modules are used just as designed, with readings, teacher feedback, simulations, practice, and final performance all included, as shown in Figure 2. Additional materials (handouts, audiovisual material, etc.) are used to support and enhance instruction. The

UCF program involves none of the typical university instructional devices of quizzes, term papers, oral reports, or final examinations.

The weekly Cluster Seminar is vital to the achievement of the teacher, and to the success of the program. Scheduled in advance, each seminar focuses on one specific module and its inherent competencies. Attendance is expected. In the seminar the teacher educator/resource person may provide enriched or situation-specific materials, clarify ideas, answer questions, bring in additional resources, and/or observe and assess practice performances. Individual conferences are also held as needed to help teachers overcome specific obstacles to competency achievement.

Trainee Assessment

Teacher assessment takes place in two phases: in the **seminar** and in an **actual teaching situation.** As teachers work to achieve a competency within the seminar setting, they present a carefully specified performance (e.g., demonstrate a manipulative skill to a group of peers) or produce a specified product (e.g., develop a safety handbook for an occupational area) appropriate to the competency. The results are assessed by the teacher trainer (or "resource person") using checklist criteria known to the trainee. The product or performance must reach the Good or Excellent level; otherwise, the trainee is recycled until that level is achieved.

Later, at a time designated by the trainee himself, the trianee demonstrates the competency in an actual teaching situation, usually involving his own students and class setting. Assessment of the performance is done by school personnel (e.g., dean of instruction, area supervisor, instructional specialist) serving as field resource persons, with training and supervision provided by the university. In the certificate program, each of 23 designated teaching competencies must be performed according to the criteria in the module's Teacher Performance Assessment Form before field experience credit is awarded.

Summary

The performance-based vocational teacher education program at the University of Central Florida is in full operation, and it has been thoroughly tested and refined. Benefits of the UCF approach, and the specific courses it contains, are quite clear. The program allows, in a way a conventional program could not, for the delivery of the right instructional program, at the right time for the trainee, and at the right place. Because the modules and other materials used are basically self-contained, the program can be brought almost anywhere. Because the program is based on carefully identified teaching skills, vocational teachers find it relevant, immediately applicable, and directly contributing to their success. Because it is constructed of the relatively small building blocks of competencies, the program is flexible, current, and readily revised to meet special training needs and situations. The UCF model is a feasible and practical one, transportable and adaptable to a wide range of school and field-based settings.

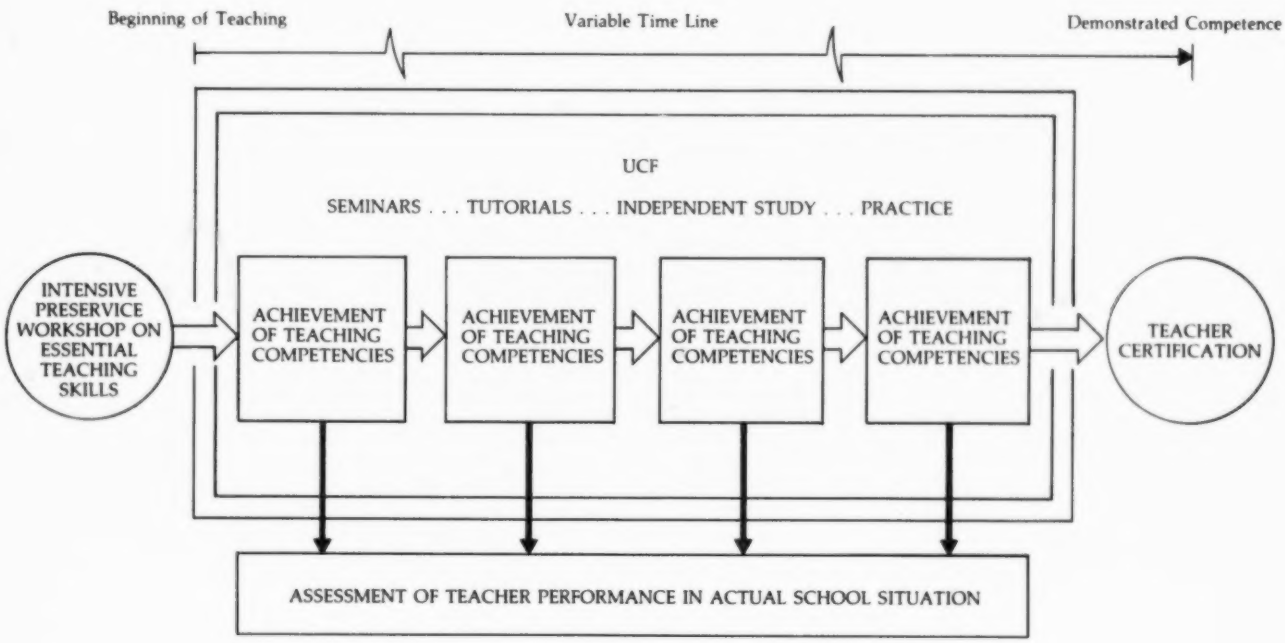
Beginning of Teaching
Variable Time Line
Demonstrated Competence
UCF
SEMINARS . . . TUTORIALS . . . INDEPENDENT STUDY . . . PRACTICE
INTENSIVE PRESERVICE WORKSHOP ON ESSENTIAL TEACHING SKILLS
ACHIEVEMENT OF TEACHING COMPETENCIES
ACHIEVEMENT OF TEACHING COMPETENCIES
ACHIEVEMENT OF TEACHING COMPETENCIES
ACHIEVEMENT OF TEACHING COMPETENCIES
TEACHER CERTIFICATION
ASSESSMENT OF TEACHER PERFORMANCE IN ACTUAL SCHOOL SITUATION

Figure 1

UNIVERSITY OF CENTRAL FLORIDA PERFORMANCE-BASED VOCATIONAL TEACHER EDUCATION PROGRAM

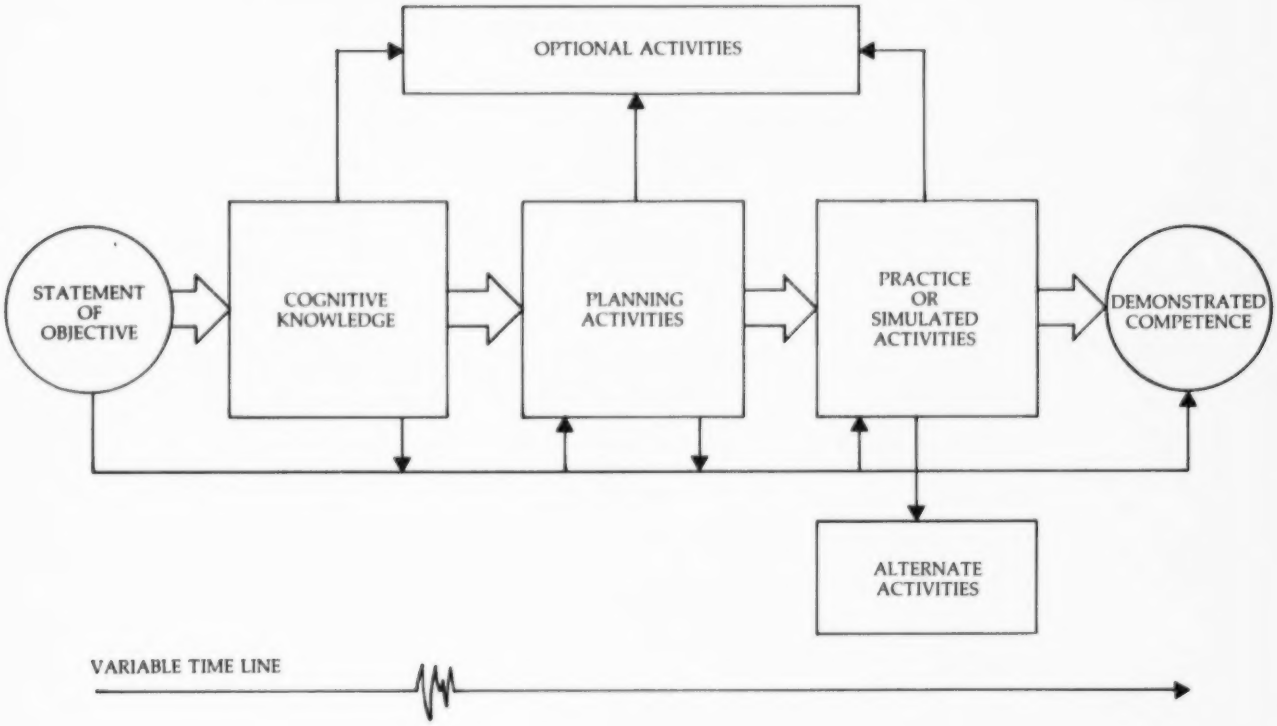

Figure 2

TYPICAL INSTRUCTIONAL SEQUENCE FOR CVE MODULES

UNIVERSITY OF CENTRAL FLORIDA A MODEL COUNSELOR EDUCATION PROGRAM

Tom Ireland
Roberta Marowitz

A model counselor education program must serve the needs of the schools, the needs of business, and those of mental health and social service agencies by providing counselors trained for these widely varying areas of human endeavor. The basic core of facilitative skills is common to all three areas in which counselors work, but the specific competencies required in each field differ.

In a similar way, the skills and backgrounds of those seeking counselor education also vary. Some will be newly graduated with degrees in education and will be pursuing a masters degree having already attained a regular Florida State Teaching Certificate. Others will have graduated in disciplines other than education and will require additional credits in order to be certified in guidance for the public schools. Still others will be seeking competencies to serve not in the schools but in public agencies and in industry.

Program Characteristics

The University of Central Florida provides in its counselor education program an opportunity for each type of student to pursue and achieve the mastery appropriate to the student's goal. Programs of varying length are offered each group of students. Those who have completed the necessary course work for certification prior to entering graduate studies meet a minimum requirement of 33 semester hours. Students wishing to work in the public schools after completing a degree in another discipline enter a 39-semester-hour program. Those who are seeking the competencies needed in mental health counseling and in industry can enter the 60-semester-hour program.

All students acquire a similar knowledge base which includes research skills, a knowledge of human development, and an understanding of the methods of measurement and evaluation in education. All students must master the content of courses in group testing and vocational and career development. At the same time as knowledge of this sort is being acquired, students are beginning a process of personal introspection leading to self knowledge. This essential counseling skill is fostered in all courses beginning with introduction to Guidance and Human Services and continuing through course work in individual and group counseling techniques.

It is this **commitment to the personal growth of the counselor** that gives the UCF program its unique flavor. The counseling practicum offers supportive supervision during the student's first counseling endeavors, consultation that increases in depth as the student's skills and experience broaden, and training in a model of supervision that facilitates counselor growth. This model is implemented not only in the curriculum, but also in the design of the facility in which it is taught.

Having received those types of training in techniques that are common to most counselor education programs, the neophyte counselor begins to acquire practical experience through interviews with fellow students, friends and neighbors. These interviews are audio-taped, and the tapes are reviewed by a more senior student. The new student receives some feedback on the quality of counseling skills shown in the tape and the senior student gets a first impression of what it means to provide supervision. As the junior student acquires confidence and experience, the interviews become more and more counseling sessions in nature. The student is then ready to begin the supervised counseling practicum experience, which is offered only at UCF.

Counseling Practice

First counseling sessions are usually laboratory type sessions with students from the Introduction to Guidance course. Those students act as a client for two counseling sessions as part of their training. For the student counselor in practicum this is a safe way to experience the practicum setting.

The counselor is in a carrel with the student client. They are observed by a supervising doctoral student and by faculty over closed circuit television. The supervisors are able to communicate with the counselor through an ear piece which the counselor wears throughout the session. It is possible for the supervisor to offer supportive counseling to the counselor while the session is in progress. Should an intervention on the part of the supervisor be necessary, the sound system can be so arranged that both client and counselor can converse with the unseen supervisor. As the student counselor matures, the emotional support needed at first becomes less critical, and the supervisor can work with the student on counseling strategies and techniques. Also, as the student matures, exposure to clients whose personal problems are widely varied and of differing degrees of severity broadens the student's skills and experience.

Immediately following the counseling session the student counselor takes a video tape of the session just completed to yet another supervisor and experiences a "recall" session. The tape is played on a monitor and the supervisor and counselor discuss the session. The purpose of this part of the practicum is literally to **counsel the counselor.** This process is the most important educational experience of practicum. The supervisor first directs the student's attention to the student's own feelings in anticipation of, during, and following the counseling session. Through this process the student has an opportunity for personal growth that takes place in different types of learning environments only over a much longer time, if at all! The supervisor also serves the student as a consultant. The supervisors' broader experience and knowledge enable a type of tutorial on the specific client problems the student counselor is learning to address. The student learns that it is not necessary to know everything at once and learns how to utilize clinical consultation. At the conclusion of the recall session the student will have had the opportunity to thoroughly explore both his/her own behavior in the session and also that of the client.

Culminating Experiences

For the doctoral student, learning these supervision skills may be an entirely new professional experience. Older students will have had their counseling training only in the classroom and in field experiences. These latter were often of the "sink or swim" variety. Most of the working experience of counselors has also often taken place in very authoritative settings that are not conducive to personal and professional growth. Their concept of supervision will be limited to administrative review of their work. Typically, also, the doctoral student's experiences with clinical supervision will have involved only consultation. No attention will have been directed to his or her emotional needs as counselor. In brief, most of the training of older students took place in a non-nurturing atmosphere. Training offering a supervision model that includes nurturing of the counselor and consultation is an experience that cannot be obtained elsewhere in the state.

A further development of skills occurs in field internship experiences of the students. Through a process of encouraging the student to practice newly acquired skills and knowledge, competencies are developed to a level obtained in other systems only after graduation and entry into the professional field. Students seeking competencies sufficient for mental health and industry also pursue studies in cognate electives such as counseling of special populations, families, substance abusers, and older persons.

The final test of any counseling program is the employability of its graduates in the community. Graduates of the Counselor Education program of the College of Education of the University of Central Florida serve in schools, mental health and social service agencies, and in business and industry throughout the state and elsewhere.

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